



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

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

September 25, 2012

Anthony Cacciola, Superintendent
West Babylon Union Free School District
10 Farmingdale Road
West Babylon, NY 11704

Dear Superintendent Cacciola:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Thomas Rogers

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Friday, August 31, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

580102030000

1.2) School District Name:

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

WEST BABYLON UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

-
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-

1.5) Assurances

Please check all of the boxes below:

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

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

Annual (2012-13)

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

Created Monday, May 07, 2012

Updated Friday, August 31, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

Growth targets will be set for each SLO based upon baseline data. Please see attached table.

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18 - 20 points will be assigned for teachers whose students exceed the established targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9 - 17 points will be assigned for teachers whose students meet the established targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points will be assigned for teachers whose students underperform the established targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 2 points will be assigned for teachers whose students significantly under perform the established targets.

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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.	Growth targets will be set for each SLO based upon baseline data. Please see attached table.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18 - 20 points will be assigned for teachers whose students exceed the established targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9 - 17 points will be assigned for teachers whose students meet the established targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points will be assigned for teachers whose students underperform the established targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 2 points will be assigned for teachers whose students significantly under perform the established targets.

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
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6	District, regional or BOCES-developed assessment	School District developed Science 6 assessment
7	District, regional or BOCES-developed assessment	School District developed Science 7 assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set for each SLO based upon baseline data. Please see attached table.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18 - 20 points will be assigned for teachers whose students exceed the established targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9 - 17 points will be assigned for teachers whose students meet the established targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points will be assigned for teachers whose students underperform the established targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0 - 2 points will be assigned for teachers whose students significantly under perform the established targets.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	School District developed Social Studies 6 assessment
7	District, regional or BOCES-developed assessment	School District developed Social Studies 7 assessment
8	District, regional or BOCES-developed assessment	School District developed Social Studies 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set for each SLO based upon baseline data. Please see attached table.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18 - 20 points will be assigned for teachers whose students exceed the established targets.
Effective (9 - 17 points) Results meet District goals for similar students.	9 - 17 points will be assigned for teachers whose students meet the established targets.
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points will be assigned for teachers whose students underperform the established targets.

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 2 points will be assigned for teachers whose students significantly under perform the established targets.
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2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	School District developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set for each SLO based upon baseline data. Please see attached table.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18 - 20 points will be assigned for teachers whose students exceed the established targets.
Effective (9 - 17 points) Results meet District goals for similar students.	9 - 17 points will be assigned for teachers whose students meet the established targets.
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points will be assigned for teachers whose students underperform the established targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 2 points will be assigned for teachers whose students significantly under perform the established targets.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set for each SLO based upon baseline data. Please see attached table.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18 - 20 points will be assigned for teachers whose students exceed the established targets.
Effective (9 - 17 points) Results meet District goals for similar students.	9 - 17 points will be assigned for teachers whose students meet the established targets.
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points will be assigned for teachers whose students underperform the established targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 2 points will be assigned for teachers whose students significantly under perform the established targets.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set for each SLO based upon baseline data. Please see attached table.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18 - 20 points will be assigned for teachers whose students exceed the established targets.
Effective (9 - 17 points) Results meet District goals for similar students.	9 - 17 points will be assigned for teachers whose students meet the established targets.
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points will be assigned for teachers whose students underperform the established targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 2 points will be assigned for teachers whose students significantly under perform the established targets.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Growth targets will be set for each SLO based upon baseline data. Please see attached table.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18 - 20 points will be assigned for teachers whose students exceed the established targets.
Effective (9 - 17 points) Results meet District goals for similar students.	9 - 17 points will be assigned for teachers whose students meet the established targets.
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points will be assigned for teachers whose students underperform the established targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 - 2 points will be assigned for teachers whose students significantly under perform the established targets.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/125836-TXEttx9bQW/HEDI Criteria and Points Assignment.doc

2.12) Locally Developed Controls

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

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

Targets for each Comparable Growth Measure will be set based upon student "pre-assessment" as prescribed by NYSED guidance document.

Separate growth targets may be set for students with disabilities and English language learners.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Friday, May 18, 2012

Updated Friday, September 21, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
5	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
6	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
7	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
8	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.</p> <p>Category MSGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99</p> <p>In accordance with this alignment, the conversion charts will be utilized to convert the MSGP to a the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning’s recommended Fall and Spring date ranges.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).</p>

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Renaissance Learning - STAR Math
5	4) State-approved 3rd party assessments	Renaissance Learning - STAR Math
6	4) State-approved 3rd party assessments	Renaissance Learning - STAR Math
7	4) State-approved 3rd party assessments	Renaissance Learning - STAR Math
8	4) State-approved 3rd party assessments	Renaissance Learning - STAR Math

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.</p> <p>Category MSGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99</p> <p>In accordance with this alignment the conversion charts will be utilized to convert the MSGP to the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning’s recommended Fall and Spring date ranges.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).</p>

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131091-rhJdBgDruP/updated_Conversion_Chart_for_STAR_6-15.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Renaissance Learning - STAR Literacy
1	4) State-approved 3rd party assessments	Renaissance Learning - STAR Literacy
2	4) State-approved 3rd party assessments	Renaissance Learning - STAR Literacy
3	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading

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.	For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.
	Category MSGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99
	In accordance with this alignment the conversion charts will be utilized to convert the MSGP to the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning’s recommended Fall and Spring date ranges.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Renaissance Learning - STAR Literacy
1	4) State-approved 3rd party assessments	Renaissance Learning - STAR Literacy
2	4) State-approved 3rd party assessments	Renaissance Learning - STAR Literacy
3	4) State-approved 3rd party assessments	Renaissance Learning - STAR Math

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.	<p>For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.</p> <p>Category MSGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99</p> <p>In accordance with this alignment the conversion charts will be utilized to convert the MSGP to the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning’s recommended Fall and Spring date ranges.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
7	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
8	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading

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.	<p>For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.</p> <p>Category MSGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99</p> <p>In accordance with this alignment the conversion charts will be utilized to convert the MSGP to the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning’s recommended Fall and Spring date ranges.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
7	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading

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>For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.</p> <p>Category MSGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99</p> <p>In accordance with this alignment the conversion charts will be utilized to convert the MSGP to the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.</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 Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).</p>

3.8) High School Social Studies

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Global 1	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
Global 2	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
American History	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading

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>For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.</p> <p>Category MSGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99</p> <p>In accordance with this alignment the conversion charts will be utilized to convert the MSGP to the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.</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 Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).</p>

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
Earth Science	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
Chemistry	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
Physics	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.</p> <p>Category MSGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99</p> <p>In accordance with this alignment the conversion charts will be utilized to convert the MSGP to the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning’s recommended Fall and Spring date ranges.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Renaissance Learning - STAR Math
Geometry	4) State-approved 3rd party assessments	Renaissance Learning - STAR Math
Algebra 2	4) State-approved 3rd party assessments	Renaissance Learning - STAR Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.</p> <p>Category MSGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99</p> <p>In accordance with this alignment the conversion charts will be utilized to convert the MSGP to the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
Grade 10 ELA	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading
Grade 11 ELA	4) State-approved 3rd party assessments	Renaissance Learning - STAR Reading

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.

<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>For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.</p> <p>Category MSGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99</p> <p>In accordance with this alignment the conversion charts will be utilized to convert the MSGP to the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning’s recommended Fall and Spring date ranges.</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 Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).</p>

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

An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).

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

An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131091-y92vNseFa4/STAR conversion chart Appendix 2.doc

3.14) Locally Developed Controls

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

Student attendance shall be a special consideration when setting targets. The District and the West Babylon Teachers Association believe that poor student attendance can negatively impact learning. The formula for students' weight toward the local assessment shall be based on the percent of attendance within each course/class. The formula used for weighting student attendance shall be as follows:

- 1. Find the sum of the students' growth percentiles for each course/class.*
- 2. Find the adjusted attendance by taking the percent of attendance for each student (generated by eSchool) and converting it to a decimal.*
- 3. Find the sum of the adjusted attendance for all linked students.*
- 4. Divide the Student Growth Percentile Sum by the sum of the adjusted attendance.*
- 5. Class average is then converted to a score using the conversion chart for STAR growth percentiles.*

In no case shall any control, adjustment, or any combination thereof, result in an increase in any sub-component score of more than two points.

3.15) Teachers with More Than One Locally Selected Measure

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

Elementary K-5 general classroom teachers and special education classroom teachers who provide instruction in both mathematics and English Language Arts will have two locally selected measures (see measures above) utilize to calculate their 20 points. The 0-20 rating from the two measures will be combined equally and divided by two to determine the final distribution of 0-20 points in this area of the teacher evaluation process.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, May 18, 2012

Updated Friday, August 31, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Thoughtful Classroom Teacher Effectiveness Framework

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, 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.

Evidence of professional practice shall be obtained through multiple measures. Specifically teacher effectiveness shall be derived from, but not limited to classroom observations, planned activities, evidence of student performance, student portfolios, lesson plans and other artifacts of teacher practices.

- *These measures will include a minimum two observations. One of these will be unannounced. It is the prime purpose of observations and evaluations to highlight a teacher's strengths and weaknesses so that a teacher will benefit from the observation-evaluation. The process of evaluation should foster continual growth and development.*
- *40 points must be attributed to observations by trained evaluators.*
- *Teachers will be notified no later than May 1st of their points acquired on the 9 observable dimensions.*
- *20 points must be attributed to Professional Practice Dimension 10.*

- o If a teacher completes items 10.1 (Self-assessment) and 10.2 (Professional Growth Plan) of the TCTEF, the teacher will receive no less than a minimum rating of developing on those indicators.*
- o If a teacher participates in a Professional Learning Club, Reflective Pathway Collegial Circle Listserv or a Building Effectiveness Team the teacher will receive a rating of no less than effective on the Professional Practice Dimension 10 indicator for "Commitment to Professional Growth."*
 - Teachers must be made aware of observations as they are occurring. All monitoring or observation of the work performance of a teacher shall be conducted openly with full knowledge of the teacher.*
 - The use of eavesdropping, public address or audio and or video systems and similar surveillance shall be strictly prohibited.*
 - The use of video for lesson observation may be used if explicitly agreed upon by a teacher and evaluator.*
 - Outside companies or agencies shall not be contracted by the District to conduct observations or any evaluations.*
 - No teacher shall be penalized due to errors in substance or scoring or loss of test by the District, RIC, State or outside agencies.*

The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) will be utilized to determine the assignment of 40 points based upon at least two observations, one of which is unannounced. During these observations, teachers would be evaluated on some of the dimensions in the Instructional Practice section of the TCTEF (Dimensions 1-9).

-Non-tenured teachers will receive a minimum of three formal observations (i.e. formal observations include a pre-observation and post-observation conference). These will be supplemented by informal observations, including one unannounced informal observation (i.e. informal observation does not include a pre-observation and does include a post-observation conference) and additional formal observations as requested by the non-tenured teacher or at the discretion of the lead evaluator.

- Tenured teachers will receive a minimum one formal observation and a minimum of one informal observation (informal observation will be unannounced). The teacher may request additional observations.

In accordance with the TCTEF teachers are not typically rated in all nine dimensions during a single observation.

-A score of one to four will be assigned to each dimension rated during an observation.

-The Observation Score for each separate observation will be determined by:

The sum of the scored dimensions will be divided by the number of dimensions scored. The overall rubric score will be calculated using the attached 40 point conversion chart (Appendix 1).

The converted score from each observation (0 to 40 points) will be averaged to calculate a final score of 0 to 40 points.

The Thoughtful Classroom Teacher Effectiveness Framework will be utilized to determine the assignment of 20 points based upon review of teacher artifacts using the Professional Practice section (Dimensions 10-12).

- A score of one to four will be assigned for each of the three Professional Practice dimensions.

- These scores will be totaled (Professional Practice score).

- The Professional Practice score will be divided by 3 to determine the overall average rubric score.

The result will be used as the Total Average Rubric score with the attached table to determine the conversion score (Appendix 2).

The overall rubric score will be calculated using the attached 20 point conversion chart.

The composite conversion scores (20 point composite score and 40 point composite conversion scores) will be added to determine the teacher's HEDI rating.

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

[assets/survey-uploads/5091/131115-eka9yMJ855/Other 60 points conversion table.doc](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Highly Effective Teachers overall performance and results exceed NYS Teaching Standards. The TCTEF will be utilized as described above. Highly Effective teachers will receive 59 or 60 points for "other measures" component of the evaluation.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective Teachers overall performance and results meet NYS Teaching Standards. The TCTEF will be utilized as described above. Effective teachers will receive 57 or 58 points for "other measures" component of the evaluation.

Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing Teachers overall performance and results need improvement to meet NYS Teaching Standards. The TCTEF will be utilized as described above. Highly Effective teachers will receive 50 to 56 points for "other measures" component of the evaluation.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective Teachers overall performance and results do not meet NYS Teaching Standards. The TCTEF will be utilized as described above. Highly Effective teachers will receive 0 to 49 points for "other measures" component of the evaluation.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Friday, August 31, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, June 01, 2012

Updated Friday, August 31, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/137958-Df0w3Xx5v6/TIP FORM Appendix 7 8.31.12.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

West Babylon School District

Teacher APPR Appeals Process

Appeals of annual professional performance reviews are limited to those that rate a teacher as Ineffective or Developing only, except in the event a promotion is denied based on a teacher's APPR.

Teacher Request for Supporting Documents

Within five (5) business days of receipt of the APPR, a teacher may request, in writing, that the administrator issuing the APPR provide to the teacher a copy of any and all documents and written materials upon which the APPR was based. The authoring administrator shall provide all such documents to the teacher and the Assistant Superintendent of Human Resources within five (5) business days of the request. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

What May be Challenged in an Appeal

Appeal procedures are limited to the scope of appeals under Education Law 3012-c to the following subjects:

- (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;*
- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;*
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (4) the school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c.*

Prohibition Against More Than One Appeal

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

Procedures

All appeals must be submitted in writing in the procedures set forth herein. The failure to file an appeal within the timeframes set forth in the procedures shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. In the event the composite score is completed after the conclusion of the school year, the timeframes shall commence on the first day of the next school year as opposed to the date the composite score was received by the employee.

For the purposes of the appeals procedures "business days" shall mean any day in which the West Babylon UFSD is open for business.

Step 1 Conference with Supervising Administrator

The conference shall be an informal meeting wherein the supervising administrator and the employee are able to discuss the evaluation and the areas of dispute. The meeting shall take place within seven (7) business days of the date the composite score was received by the employee. The bargaining unit member shall upon request be entitled to an Association representative being present. The employee may bring evidence and/or artifacts relevant to the appeal to the informal meeting. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step.

Step 2 Submission of Formal Appeal

The second step shall be initiated by the unit member notifying the Superintendent by written notification, within seven (7) business days of the conclusion of the conference of Step 1.

All appeals shall be submitted directly to the Superintendent of schools. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review. The teacher shall submit any and all documentation, artifacts or like there of that supports the teacher's position for the appeal being filed. The performance review plan being challenged must also be submitted with the appeal.

Step 3 Supervising Administrator's Response to Appeal

Within seven (7) business days of the submission of the formal appeal in Step 2 by the employee, the supervising administrator who issued the performance review must submit a detailed written response to the appeal to the Superintendent of schools. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluator's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the evaluator to the Superintendent, and any and all additional information submitted with the response.

Step 4 Superintendent's Initial Decision

Upon receipt of an appeal, the Superintendent of schools will make an initial determination within fourteen (14) business days. If the employee's appeal is upheld the superintendent shall adjust the composite rating appropriately. If the appeal is not upheld by the

superintendent, the superintendent shall convene an advisory committee consisting of two teachers (not from the school of the appellant), and two administrators (Assistant Superintendent for Human Resources and one building-not from building of the appellant), whose decision is advisory in nature and non-binding.

Step 5 Committee Review of the Appeal

Within twenty-one (21) business days of the appeal being filed, an advisory committee will be convened. A list of useable teachers will be compiled and maintained by the WBTA. The recommendation shall be submitted in writing to the Superintendent by the advisory committee using all the artifacts submitted by both the appellant and the evaluator within 7 business days of assembling to review the appeal. The employee initiating the appeal will be notified of the committee's recommendation. The Superintendent and the WBTA president will be consulted in unison in the event any clarification is needed.

Step 6 Superintendent Final Decision

The recommendations and supporting artifacts shall be submitted to the Superintendent for final appeal. Members of the advisory committee will remain anonymous to the appellant and all information shall remain confidential within the committee unless the District prefers 3020-a charges against the teacher.

A written decision on the merits of the appeal shall be rendered by the superintendent no later than sixty (60) business days from the date upon which the teacher has gone through all the steps of the appeals process. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the evaluator's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the Superintendent may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

Second Year Appeals- The appeals shall follow the same process. It is understood that the committee may be comprised of different members than the committee that served in the initial appeal.

Exclusivity of 3012-c Appeal Procedure

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review, except as otherwise authorized by law. Procedural issues shall be subject to the grievance procedures of the CBA.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Evaluator Training

West Babylon UFSD will ensure that all lead evaluators/evaluators are properly trained. Lead Evaluators will be certified by the Superintendent to complete an individual's performance review prior to the completion of the review. Evaluator training has been and will continue to be conducted by certified BOCES Network Team personnel on an on-going basis. Multiple sessions were held in order to meet the requirements and will continue to be held to maintain evaluator knowledge and inter-rater reliability. The evaluator training has replicated the recommended SED model certification process incorporating per the 3012c regulations. The training has included the following Requirements for Lead Evaluators:

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

West Babylon UFSD will work with the Western Suffolk BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, June 15, 2012

Updated Friday, August 31, 2012

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	All Principals will have State Growth Measures
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	All Principals will have State Growth Measures
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	All Principals will have State Growth Measures
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	All Principals will have State Growth Measures
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	All Principals will have State Growth Measures

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.

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, May 07, 2012

Updated Friday, August 31, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Literacy
3-5	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Math
3-5	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Reading
6-8	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Math
6-8	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Reading
9-12	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Math
9-12	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Reading

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSPG) for each teacher of record. Renaissance Learning recommends the following MSPG to educator evaluation category alignment.</p> <p>Category MSGP Ineffective 1-20</p>
--	--

Developing 21-40
Effective 41-60
Highly Effective 61-99

In accordance with this alignment, the conversion charts will be utilized to convert the MSGP to the 0-15 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.

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

A Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).

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

An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).

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

An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).

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

An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).

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

[assets/survey-uploads/5366/125877-8o9AH60arN/updated Conversion Chart for STAR - if VAM 6-20-12.pdf](#)

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.

(No response)

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

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

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

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

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

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

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-2	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Literacy
3-5	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Math
3-5	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Reading
6-8	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Math
6-8	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Reading
9-12	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Math
9-12	(d) measures used by district for teacher evaluation	Renaissance Learning - STAR Reading

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the 2012-2013 school year, Renaissance Learning STAR Early Literacy, STAR Math and STAR Reading will be the locally selected assessment for K-12. Renaissance Learning will provide a Median Student Growth Percentile (MSGP) for each teacher of record. Renaissance Learning recommends the following MSGP to educator evaluation category alignment.</p> <p>Category MSGP Ineffective 1-20 Developing 21-40 Effective 41-60 Highly Effective 61-99</p> <p>In accordance with this alignment, the conversion charts will be utilized to convert the MSGP to the 0-20 points allotted in the local selected assessment component of the teacher evaluation rating. For the purpose of calculating MSGP, K-12 students will be administered the assessment during Renaissance Learning's recommended Fall and Spring date ranges.</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 Highly Effective rating represents a MSGP well-above expectations as calculated by Renaissance Learning (see box above).</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Effective rating represents a MSGP within the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Developing rating represents a MSGP below the expected range as calculated by Renaissance Learning (see box above).</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>An Ineffective rating represents a MSGP significantly below the expected range as calculated by Renaissance Learning (see box above).</p>

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

[assets/survey-uploads/5366/125877-pi29aiX4bL/updated Conversion Chart for STAR 6-15.pdf](#)

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.

(No response)

8.3) Locally Developed Controls

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

No locally developed adjustments, controls or other special considerations will be used.

8.4) Principals with More Than One Locally Selected Measure

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

Principals with multiple locally selected measures will have the results of these measures weighted equally. Elementary School Principals (K-5) will have three measures resulting in a 0-15 score (with VAM) or 0-20 score (no VAM) for each. These scores will be added and divide by three to determine the final score.

The Junior High School Principal (6-8) has two measures resulting in a 0-15 score (with VAM) or 0-20 score (no VAM) for each measure. These scores will be added and divide by two to determine the final score.

The High School Principal (6-8) has two measures resulting in a 0-15 score (with VAM) or 0-20 score (no VAM) for each measure. These scores will be added and divide by two to determine the final score.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Friday, June 15, 2012

Updated Friday, August 31, 2012

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Marshall Principal Evaluation Rubric will be utilized to evaluate Principals. Each cell in the Rubric may be rated from 1-4. A rating of one corresponding to ineffective, a rating of two corresponding to developing, a rating of three corresponding to an effective rating, and a rating of four corresponding to a highly effective rating. It is recognized that there are two hundred forty (240) available points but there may be indicators within a domain that are not rated. Therefore, for each indicator not rated, the total number of possible points will be reduced by four (4). The percentage of total points attained will be calculated using the total number of possible points. The percentage of points attained has been converted to 0 – 60 points to derive the "Other Measures" score.

Summary of Conversion Scale:

HEDI Rating Percentage of Points Attained Sixty Point Scale

Highly Effective 87.5 – 100% 59 – 60

Effective 62.5 – 87.4% 57 – 58

Developing 37.5 – 62.4 % 55 – 56

Ineffective 0 – 37.4% 0 – 54

The attached chart will be used to assign the 60 "other measures" points from the overall rubric score.

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

assets/survey-uploads/5143/143141-pMADJ4gk6R/Rubric percentage conversion table.xls

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 principal exceeds standards. Based on the process indicated above they receive between 87.5% and 100% of the rated points. They will receive "other measures" rating of 59 or 60 based upon the conversion chart.
Effective: Overall performance and results meet standards.	An Effective principal meets standards. Based on the process indicated above they receive between 62.5% and 87.4% of the rated points. They will receive "other measures" rating of 57 or 58 based upon the

	conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	A Developing principal performance needs improvement to meet standards. Based on the process indicated above they receive between 37.5% and 62.4% of the rated points. They will receive "other measures" rating of 55 or 56 based upon the conversion chart.
Ineffective: Overall performance and results do not meet standards.	An Ineffective principal performs well-below standards. Based on the process indicated above they receive between 0% and 37.4% of the rated points. They will receive "other measures" rating of 0 or 54 based upon the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, June 15, 2012

Updated Friday, August 31, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, June 15, 2012

Updated Friday, September 21, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/143147-Df0w3Xx5v6/PIP.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*West Babylon School District
APPR Appeal Procedures for Principals*

- *The Principal may choose to be represented or accompanied by counsel or advisor throughout the entire appeals process.*
- *An APPR appeal may be filed by the principal upon receipt of the overall composite score and corresponding HEDI rating. The*

Principal may file or mail a written request for appeal within fifteen (15) business days. When filing the appeal, the Principal shall submit a written description of the basis for the appeal, along with any and all documents or written materials that support the appeal. A copy of the performance review being challenged shall be submitted with the appeal. All preparation for an appeal shall be the responsibility of the person filing the appeal.

- The Superintendent must respond in writing to the Principal's request for appeal within fifteen (15) business days.*
- The APPR appeal must be scheduled and conducted within fifteen (15) business days after the district's response to the Principal's request for an appeal. This time period may be extended for extraordinary circumstances, such as the Principal's scheduled absence from work during the time period to file an appeal.
All appeals will be conducted in a timely and expeditious fashion in compliance with Education Law 3012c.*
- The APPR appeal will be heard by a panel of three individuals: one chosen by the Association with any cost absorbed by the Association, one chosen by the West Babylon School District, and one individual mutually agreed to by the District and the Association with any cost absorbed by the District. The panel will render a decision to the Superintendent who will determine the outcome of the appeal. The Superintendent has the right to either agree or disagree with the panel.*
- The APPR appeal with the Superintendent will be conducted at a meeting scheduled at a time, date and location mutually agreed upon by the Superintendent and the Principal.*
- At this time, the Principal shall include in his/her appeal the disputed performance review and/or improvement plan. In addition, the Principal may submit other documents or materials in support of his/her position up to the date of the hearing. The principal may also request information from the school district that is relevant to his/her appeal, and that information shall be disclosed as soon as possible. Until the material is furnished to the Principal and delivered to the panel, the appeal shall remain open. The principal may present evidence and witnesses. The Principal may choose to direct and cross examine witnesses. The appeal may be closed or opened at the option of the Principal.*
- The written APPR appeal decision will be rendered in writing within ten (10) business days. It shall specify whether the appeal prevailed in whole or in part and if the Superintendent determined to modify the Principal's effectiveness rating. If a modification is determined, the Principal's evaluation will be modified to reflect the new rating. If the new rating is Effective or Highly Effective, the PIP, if any will be abolished.*
- An evaluation shall not be placed in a Principal's file until the expiration of the time period during which an appeal may be initiated or the rendering of the appeal decision, whichever is later.*
- A Principal may attach a written rebuttal to his or her final APPR. Attaching such a rebuttal in no way negates or alters the time period to initiate an appeal within the open period.*
- The APPR process, as outlined in this document, is the first negotiated evaluation system under Education Law 3012-c. This process and the agreed upon state approved rubric (Kim Marshall Principal Evaluation Rubric) shall be implemented during the 2012-2013 school year and shall sunset on June 30, 2014 to allow for inevitable modifications as experience is gained. This APPR document shall be used during the period of the WBAA contract which expires on June 30, 2014.*
- The District agrees to the use of Education Law 3020-a solely for possible disciplinary action and to the non-use of the expedited 3012c process during the two-year initial implementation phase of APPR because of the inevitable modifications that will arise as the 3012-c process unfolds. All evaluations conducted during this period shall not be used for any expedited 3012c process beyond the sunset of this agreement.*

All appeals will be conducted in a timely and expeditious fashion in compliance with Education Law 3012c.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Evaluator Training

West Babylon UFSD will ensure that all lead evaluators/evaluators are properly trained. Evaluators will be certified by the Superintendent to complete an individual's performance review. Evaluator training has been conducted by certified BOCES Network Team personnel over multiple sessions and will continue to be conducted on an ongoing basis to maintain evaluator knowledge and inter-rater reliability. The evaluator training has replicated the recommended SED model certification process incorporating per the

3012c regulations. The training has included the following Requirements for Lead Evaluators:

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

West Babylon UFSD will work with the Western Suffolk BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

rating and their subcomponent ratings

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, June 01, 2012

Updated Friday, September 21, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/137935-3Uqgn5g9Iu/appr_signature_page_9.21.12.pdf

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

HEDI CRITERIA AND POINTS ASSIGNMENT

Evaluators will determine the range of student performance as either meeting the goal (effective), well-above the goal (highly effective), below the goal (developing) or well-below the goal (ineffective). This is based on a growth model from baseline assessments to summative assessments.

- Highly effective = 90% of students or more will meet or exceed their target growth goal on the summative assessment.
- Effective = 72 – 89% of students will meet or exceed their target growth goal on the summative assessment.
- Developing = 60 – 71% of students will meet or exceed their target growth goal on the summative assessment.
- Ineffective = 59% of students or fewer will meet or exceed their target growth goal on the summative assessment.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98 - 100%	94 - 97%	90 - 93%	88 - 89%	86 - 87%	84 - 85%	82 - 83%	80 - 81%	78 - 79%	76 - 77%	74 - 75%	72 - 73%	70 - 71%	68 - 69%	66 - 67%	64 - 65%	62 - 63%	60 - 61%	50 - 59%	40 - 49%	0 - 39%

40 Point Conversion Chart (Dimensions 1-9)

Total Average Rubric Score	Conversion score for Composite
1	0
1.1	14
1.2	21
1.3	28
1.4	35
1.5	36
1.6	36
1.7	36
1.8	36
1.9	37
2	37
2.1	37
2.2	38
2.3	38
2.4	38
2.5	38
2.6	39
2.7	39
2.8	39
2.9	39
3	39
3.1	39
3.2	39
3.3	39
3.4	39
3.5	40
3.6	40
3.7	40
3.8	40
3.9	40
4.0	40

20 Point Conversion Chart (Dimension 10)

Total Average Rubric Score	Conversion score for Composite
1	0
1.1	3
1.2	7
1.3	11
1.4	15
1.5	16
1.6	17
1.7	17
1.8	17
1.9	18
2	18
2.1	18
2.2	18
2.3	18
2.4	18
2.5	18
2.6	19
2.7	19
2.8	19
2.9	19
3	19
3.1	19
3.2	19
3.3	19
3.4	19
3.5	20
3.6	20
3.7	20
3.8	20
3.9	20
4.0	20

Rubric Average Score	HEDI Rating
3.5-4.0	Highly Effective
2.6-3.4	Effective
1.5-2.5	Developing
1-1.4	Ineffective

**Total TCTEF Rubric Composite Score HEDI Rating Form
(Instructional)**

(Calculating HEDI bands of Teacher Effectiveness Framework)

Subcomponent	Score
<p align="center">Teacher Effectiveness ~ Observations ~</p> <p align="center">(A number between 0-40 will be arrived at for Dimensions 1 – 9 by using the formula in section IX B of the APPR)</p>	
<p align="center">Teacher Effectiveness ~ Professional Practice</p> <p align="center">~</p> <p align="center">(A number between 0-20 will be arrived at for Dimension 10 by using the formula in section IX B of the APPR)</p>	
<p align="center">Observation Score + Professional Practice Score</p>	

TCTEF Composite Total	Rubric Average Score	HEDI Rating
59-60	3.5-4.0	Highly Effective
57-58	2.6-3.4	Effective
50-56	1.5-2.5	Developing
0-49	1-1.4	Ineffective

Total Score _____ = Final TCTEF HEDI Rating of _____ (out of 60 pts)

Teacher's Signature: _____ Date: _____

Lead Evaluator's Signature: _____ Date: _____

Teacher's signature does not constitute agreement but merely signifies she/he has examined and discussed the materials with the evaluator.

Teachers shall have the right to insert written explanation, response/rebuttal to written feedback of the evaluator in 10 business days, which may be considered during the Appeals process.

Conversion Chart for STAR Growth Percentiles

Number of Local Points	Students Growth Percentile	Rating
20	87-99	Highly Effective
19	74-86	Highly Effective
18	61-73	Highly Effective
17	59-60	Effective
16	57-58	Effective
15	54-56	Effective
14	52-53	Effective
13	50-51	Effective
12	48-49	Effective
11	46-47	Effective
10	43-45	Effective
9	41-42	Effective
8	37-40	Developing
7	34-36	Developing
6	31-33	Developing
5	27-30	Developing
4	24-26	Developing
3	21-23	Developing
2	10-20	Ineffective
1	2-9	Ineffective
0	1	Ineffective

APPENDIX 2

Conversion Chart for STAR Growth Percentiles

Number of Local Points	Students Growth Percentile	Rating
20	87-99	Highly Effective
19	74-86	Highly Effective
18	61-73	Highly Effective
17	59-60	Effective
16	57-58	Effective
15	54-56	Effective
14	52-53	Effective
13	50-51	Effective
12	48-49	Effective
11	46-47	Effective
10	43-45	Effective
9	41-42	Effective
8	37-40	Developing
7	34-36	Developing
6	31-33	Developing
5	27-30	Developing
4	24-26	Developing
3	21-23	Developing
2	10-20	Ineffective
1	2-9	Ineffective
0	1	Ineffective

APPENDIX 7
WEST BABYLON SCHOOL DISTRICT

T.I.P.-TEACHER IMPROVEMENT PLAN
(To be completed jointly by teacher and administrator)
Goals to improve teacher performance

This form is to be used when a teacher achieves an ineffective or developing rating

Name _____ **School** _____

School year plan is based on _____ **Assignment Grade/Subject** _____

Ensuing School Year _____ **Grade/Subject** _____

Date of Related APPR _____ **Date of TIP Conference** _____

Administrator _____ **Date** _____

The plan should clearly describe the professional learning activities that the teacher must complete in order to achieve an effective rating. These activities should be connected directly to the areas needing improvement. The activities and/or artifacts that the teacher must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan, should be described and could include items such as lessons, student work or unit plans, etc. The supervisor must clearly state in the plan the additional support and assistance that the teacher will receive. In the final stage of the improvement plan, the teacher should meet with his/her supervisor as indicated in the timeframe to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

After, the TIP is in place the teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the activeness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of such assessment(s) the TIP shall be modified accordingly. (The process is clearly described in the District APPR).

TIP correspondence and documentation which are considered to be the property of the school district, will be part of the teacher confidential section of the regular personnel file for a period of 3 years after the completion of the Teacher Improvement Plan.

1. Areas needing improvement (performance goals, expectations, benchmarks, standards):

1. 2.

2. What evidence will demonstrate that the teacher has improved in identified areas?

1.

3. What is the timeframe in which the change must occur? (Include review dates/final stage date)

1.

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

1.

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

1.

6. What resources, differentiated activities, materials, supports, guidance, and follow-up will be provided for the teacher (including mentor teacher if needed)?

1.

7. **Signatures of teacher, principal, supervisor (indicates awareness of plan to help teacher improve)**

POSITION	NAME	SIGNATURE	DATE
Teacher			
WBTA Rep			
Principal			
Supervisor (if applicable)			

A copy of this T.I.P. must be submitted to the Superintendent

**In year two of TIP an additional supervisor will be utilized to observe and work with the teacher in addition to the principal.

# points/240	% of points	HEDI Rating	Points/60
240	100.0	Highly Effective	60
239	99.6	Highly Effective	60
238	99.2	Highly Effective	60
237	98.8	Highly Effective	60
236	98.3	Highly Effective	60
235	97.9	Highly Effective	60
234	97.5	Highly Effective	60
233	97.1	Highly Effective	60
232	96.7	Highly Effective	60
231	96.3	Highly Effective	60
230	95.8	Highly Effective	60
229	95.4	Highly Effective	60
228	95.0	Highly Effective	60
227	94.6	Highly Effective	60
226	94.2	Highly Effective	60
225	93.8	Highly Effective	60
224	93.3	Highly Effective	59
223	92.9	Highly Effective	59
222	92.5	Highly Effective	59
221	92.1	Highly Effective	59
220	91.7	Highly Effective	59
219	91.3	Highly Effective	59
218	90.8	Highly Effective	59
217	90.4	Highly Effective	59
216	90.0	Highly Effective	59
215	89.6	Highly Effective	59
214	89.2	Highly Effective	59
213	88.8	Highly Effective	59
212	88.3	Highly Effective	59
211	87.9	Highly Effective	59
210	87.5	Highly Effective	59

# points/240	% of points	HEDI Rating	Points/60
209	87.1	Effective	58
208	86.7	Effective	58
207	86.3	Effective	58
206	85.8	Effective	58
205	85.4	Effective	58
204	85.0	Effective	58
203	84.6	Effective	58
202	84.2	Effective	58
201	83.8	Effective	58
200	83.3	Effective	58
199	82.9	Effective	58
198	82.5	Effective	58
197	82.1	Effective	58
196	81.7	Effective	58
195	81.3	Effective	58
194	80.8	Effective	58
193	80.4	Effective	58
192	80.0	Effective	58
191	79.6	Effective	58
190	79.2	Effective	58
189	78.8	Effective	58
188	78.3	Effective	58
187	77.9	Effective	58
186	77.5	Effective	58
185	77.1	Effective	58
184	76.7	Effective	58
183	76.3	Effective	58
182	75.8	Effective	58
181	75.4	Effective	58
180	75.0	Effective	58
179	74.6	Effective	57
178	74.2	Effective	57
177	73.8	Effective	57
176	73.3	Effective	57
175	72.9	Effective	57
174	72.5	Effective	57
173	72.1	Effective	57
172	71.7	Effective	57
171	71.3	Effective	57
170	70.8	Effective	57
169	70.4	Effective	57
168	70.0	Effective	57
167	69.6	Effective	57
166	69.2	Effective	57
165	68.8	Effective	57
164	68.3	Effective	57
163	67.9	Effective	57
162	67.5	Effective	57
161	67.1	Effective	57
160	66.7	Effective	57
159	66.3	Effective	57
158	65.8	Effective	57
157	65.4	Effective	57
156	65.0	Effective	57
155	64.6	Effective	57
154	64.2	Effective	57
153	63.8	Effective	57
152	63.3	Effective	57
151	62.9	Effective	57
150	62.5	Effective	57

# points/240	% of points	HEDI Rating	Points/60
149	62.1	Developing	56
148	61.7	Developing	56
147	61.3	Developing	56
146	60.8	Developing	56
145	60.4	Developing	56
144	60.0	Developing	56
143	59.6	Developing	56
142	59.2	Developing	56
141	58.8	Developing	56
140	58.3	Developing	56
139	57.9	Developing	56
138	57.5	Developing	56
137	57.1	Developing	56
136	56.7	Developing	56
135	56.3	Developing	56
134	55.8	Developing	56
133	55.4	Developing	56
132	55.0	Developing	56
131	54.6	Developing	56
130	54.2	Developing	56
129	53.8	Developing	56
128	53.3	Developing	56
127	52.9	Developing	56
126	52.5	Developing	56
125	52.1	Developing	56
124	51.7	Developing	56
123	51.3	Developing	56
122	50.8	Developing	56
121	50.4	Developing	56
120	50.0	Developing	56
119	49.6	Developing	55
118	49.2	Developing	55
117	48.8	Developing	55
116	48.3	Developing	55
115	47.9	Developing	55
114	47.5	Developing	55
113	47.1	Developing	55
112	46.7	Developing	55
111	46.3	Developing	55
110	45.8	Developing	55
109	45.4	Developing	55
108	45.0	Developing	55
107	44.6	Developing	55
106	44.2	Developing	55
105	43.8	Developing	55
104	43.3	Developing	55
103	42.9	Developing	55
102	42.5	Developing	55
101	42.1	Developing	55
100	41.7	Developing	55
99	41.3	Developing	55
98	40.8	Developing	55
97	40.4	Developing	55
96	40.0	Developing	55
95	39.6	Developing	55
94	39.2	Developing	55
93	38.8	Developing	55
92	38.3	Developing	55
91	37.9	Developing	55
90	37.5	Developing	55

# points/240	% of points	HEDI Rating	Points/60
89	37.1	Ineffective	54
88	36.7	Ineffective	54
87	36.3	Ineffective	53
86	35.8	Ineffective	53
85	35.4	Ineffective	52
84	35.0	Ineffective	52
83	34.6	Ineffective	51
82	34.2	Ineffective	51
81	33.8	Ineffective	50
80	33.3	Ineffective	50
79	32.9	Ineffective	49
78	32.5	Ineffective	49
77	32.1	Ineffective	48
76	31.7	Ineffective	48
75	31.3	Ineffective	47
74	30.8	Ineffective	47
73	30.4	Ineffective	46
72	30.0	Ineffective	46
71	29.6	Ineffective	45
70	29.2	Ineffective	45
69	28.8	Ineffective	44
68	28.3	Ineffective	44
67	27.9	Ineffective	43
66	27.5	Ineffective	43
65	27.1	Ineffective	42
64	26.7	Ineffective	42
63	26.3	Ineffective	41
62	25.8	Ineffective	41
61	25.4	Ineffective	40
60	25.0	Ineffective	40
59	24.6	Ineffective	39
58	24.2	Ineffective	39
57	23.8	Ineffective	38
56	23.3	Ineffective	38
55	22.9	Ineffective	37
54	22.5	Ineffective	37
53	22.1	Ineffective	36
52	21.7	Ineffective	36
51	21.3	Ineffective	35
50	20.8	Ineffective	35
49	20.4	Ineffective	34
48	20.0	Ineffective	34
47	19.6	Ineffective	33
46	19.2	Ineffective	33
45	18.8	Ineffective	32
44	18.3	Ineffective	32
43	17.9	Ineffective	31
42	17.5	Ineffective	31
41	17.1	Ineffective	30
40	16.7	Ineffective	30
39	16.3	Ineffective	29
38	15.8	Ineffective	29
37	15.4	Ineffective	28
36	15.0	Ineffective	28
35	14.6	Ineffective	27
34	14.2	Ineffective	27
33	13.8	Ineffective	26
32	13.3	Ineffective	26
31	12.9	Ineffective	25
30	12.5	Ineffective	25

# points/240	% of points	HEDI Rating	Points/60
29	12.1	Ineffective	24
28	11.7	Ineffective	24
27	11.3	Ineffective	23
26	10.8	Ineffective	23
25	10.4	Ineffective	22
24	10.0	Ineffective	22
23	9.6	Ineffective	21
22	9.2	Ineffective	21
21	8.8	Ineffective	20
20	8.3	Ineffective	20
19	7.9	Ineffective	19
18	7.5	Ineffective	18
17	7.1	Ineffective	17
16	6.7	Ineffective	16
15	6.3	Ineffective	15
14	5.8	Ineffective	14
13	5.4	Ineffective	13
12	5.0	Ineffective	12
11	4.6	Ineffective	11
10	4.2	Ineffective	10
9	3.8	Ineffective	9
8	3.3	Ineffective	8
7	2.9	Ineffective	7
6	2.5	Ineffective	6
5	2.1	Ineffective	5
4	1.7	Ineffective	4
3	1.3	Ineffective	3
2	0.8	Ineffective	2
1	0.4	Ineffective	1
0	0.0	Ineffective	0

Conversion Chart for STAR Growth Percentiles

(If Value Added State Measure)

Number of Local Points	Students Growth Percentile	Rating
15	81-99	Highly Effective
14	61-80	Highly Effective
13	59-60	Effective
12	56-58	Effective
11	52-55	Effective
10	49-51	Effective
9	45-48	Effective
8	41-44	Effective
7	37-40	Developing
6	33-36	Developing
5	29-32	Developing
4	25-28	Developing
3	21-24	Developing
2	10-20	Ineffective
1	2-9	Ineffective
0	1	Ineffective

Conversion Chart for STAR Growth Percentiles

Number of Local Points	Students Growth Percentile	Rating
20	87-99	Highly Effective
19	74-86	Highly Effective
18	61-73	Highly Effective
17	59-60	Effective
16	57-58	Effective
15	54-56	Effective
14	52-53	Effective
13	50-51	Effective
12	48-49	Effective
11	46-47	Effective
10	43-45	Effective
9	41-42	Effective
8	37-40	Developing
7	34-36	Developing
6	31-33	Developing
5	27-30	Developing
4	24-26	Developing
3	21-23	Developing
2	10-20	Ineffective
1	2-9	Ineffective
0	1	Ineffective

APPENDIX F

PRINCIPAL IMPROVEMENT PLAN (PIP) FORM

Name of Principal: _____

School Building: _____ Academic Year: _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required and accessible resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

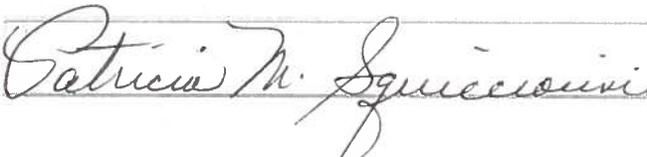
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

Superintendent Signature: Date: 9/14/12



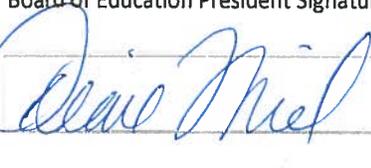
Teachers Union President Signature: Date:

 9/20/12

Administrative Union President Signature: Date:

 9/20/12

Board of Education President Signature: Date:

 9/14/12