



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

Commissioner of Education
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December 20, 2012

Michael R. Radday, Superintendent
Westhampton Beach Union Free School District
340 Mill Road
Westhampton Beach, NY 11978

Dear Superintendent Radday:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dean Lucera

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 18, 2012

Updated Friday, November 30, 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 : 580902020000

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

580902020000

1.2) School District Name: WESTHAMPTON BEACH UFSD

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

WESTHAMPTON BEACH UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, May 18, 2012

Updated Friday, December 14, 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	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (ELA)

	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	The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

assessments to calculate teacher effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress (Primary Grades for Gr. K and 1; ELA for Gr. 2): To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories: *Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

For Grade 3 ELA, locally developed pretests will be administered. The same pretest will be administered across all classrooms on the grade level. Appropriate and rigorous growth targets will be set collaboratively by the teacher and the principal for the New York State Assessment. The percentage of students meeting the growth target will be converted to a scale score of 0-20, which is detailed in the attached document.

To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to 92% of student targets being met.

Effective: 56-91.99% of student targets being met.

Developing: 18.67-55.99% of student targets being met.

Ineffective: 0-18.66% of student targets being met.

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

For Measures of Academic Progress (Primary Grades) ELA: Within the category of Highly Effective, for those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

For Grade 3 EIA:

Highly Effective: Greater than or equal to 92% of student targets being met.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For Measures of Academic Progress (Primary Grades) ELA: Within the category of Effective, for those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment. For Grade 3 ELA: Effective: 56-91.99% of student targets being met.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For Measures of Academic Progress (Primary Grades) ELA: Within the category of Developing, for those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment. For Grade 3 ELA: Developing: 18.67-55.99% of student targets being met.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For Measures of Academic Progress (Primary Grades) ELA: Within the category of Ineffective, for those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment. For Grade 3 ELA: Ineffective: 0-18.66% of student targets being met.

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	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Math)
	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	The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

assessments to calculate teacher effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress (Primary Grades for Gr. K and 1; Math for Gr. 2): To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories: *Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

For Grade 3 Math, locally developed pretests will be administered. The same pretest will be administered across all classrooms on the grade level. Appropriate and rigorous growth targets will be set collaboratively by the teacher and the principal for the New York State Assessment. The percentage of students meeting the growth target will be converted to a scale score of 0-20, which is detailed in the attached document.

To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to 92% of student targets being met.

Effective: 56-91.99% of student targets being met.

Developing: 18.67-55.99% of student targets being met.

Ineffective: 0-18.66% of student targets being met.

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

For Measures of Academic Progress (Primary Grades) Math: Within the category of Highly Effective, for those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

For Grade 3 Math:

Highly Effective: Greater than or equal to 92% of student targets being met.

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

For Measures of Academic Progress (Primary Grades) Math: Within the category of Effective, for those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below

average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

For Grade 3 Math:
Effective: 56-91.99% of student targets being met.

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

For Measures of Academic Progress (Primary Grades) Math: Within the category of Developing, for those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

For Grade 3 Math:
Developing: 18.67-55.99% of student targets being met.

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

For Measures of Academic Progress (Primary Grades) Math: Within the category of Ineffective, for those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

For Grade 3 Math:
Ineffective: 0-18.66% of student targets being met.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Westhampton Beach UFSD-developed Science 6 assessment
7	District, regional or BOCES-developed assessment	Westhampton Beach UFSD-developed Science 7 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.

For Grades 6-8 Science, Westhampton Beach UFSD-developed pretests will be administered. The same pretest will be administered across all sections for the same course. Appropriate and rigorous growth targets will be set collaboratively by the teacher and the principal for

the New York State Eighth Grade Science Assessment or Earth Science Regents (or locally developed assessments for Science 6 and Science 7). The percentage of students meeting the growth target will be converted to a scale score of 0-20, which is detailed in the attached document.

To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to 92% of student targets being met.

Effective: 56-91.99% of student targets being met.

Developing: 18.67-55.99% of student targets being met.

Ineffective: 0-18.66% of student targets being met.

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

Highly Effective: Greater than or equal to 92% of student targets being met.

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

Effective: 56-91.99% of student targets being met.

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

Developing: 18.67-55.99% of student targets being met.

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

Ineffective: 0-18.66% of student targets being met.

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	Westhampton Beach UFSD-developed Social Studies 6 assessment
7	District, regional or BOCES-developed assessment	Westhampton Beach UFSD-developed Social Studies 7 assessment
8	District, regional or BOCES-developed assessment	Westhampton Beach UFSD-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.

For Grades 6-8 Social Studies, Westhampton Beach UFSD-developed pretests will be administered. The same pretest will be administered across all sections for the same course. Appropriate and rigorous growth targets will be set collaboratively by the teacher and the principal for the locally developed assessments for Social Studies 6, 7, and 8. The percentage of students meeting the growth target will be converted to a scale score of 0-20, which is detailed in the attached document.

To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:
 Highly Effective: Greater than or equal to 92% of student targets being met.
 Effective: 56-91.99% of student targets being met.
 Developing: 18.67-55.99% of student targets being met.
 Ineffective: 0-18.66% of student targets being met.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective: Greater than or equal to 92% of student targets being met.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective: 56-91.99% of student targets being met.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing: 18.67-55.99% of student targets being met.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective: 0-18.66% of student targets being met.

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	Westhampton Beach UFSD-developed Global I 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.	For High School Social Studies, Westhampton Beach UFSD-developed pretests will be administered. The same pretest will be administered across all sections for the same course. Appropriate and rigorous growth targets will be set collaboratively by the teacher and the principal for the New York State Regents Assessment (or Westhampton Beach UFSD-developed assessment for Global I). The percentage of students meeting the growth target will be converted to a scale score of 0-20, which is detailed in the attached document.
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To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:
 Highly Effective: Greater than or equal to 92% of student targets being met.
 Effective: 56-91.99% of student targets being met.
 Developing: 18.67-55.99% of student targets being met.
 Ineffective: 0-18.66% of student targets being met.

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

Highly Effective: Greater than or equal to 92% of student targets being met.

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

Effective: 56-91.99% of student targets being met.

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

Developing: 18.67-55.99% of student targets being met.

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

Ineffective: 0-18.66% of student targets being met.

2.7) High School Science Regents Courses

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

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

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

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

<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 2.11, below.</p>	<p>For High School Science, Westhampton Beach UFSD-developed pretests will be administered. The same pretest will be administered across all sections for the same course. Appropriate and rigorous growth targets will be set collaboratively by the teacher and the principal for the New York State Regents Assessment. The percentage of students meeting the growth target will be converted to a scale score of 0-20, which is detailed in the attached document.</p> <p>To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to 92% of student targets being met.</p>
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	Effective: 56-91.99% of student targets being met. Developing: 18.67-55.99% of student targets being met. Ineffective: 0-18.66% of student targets being met.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective: Greater than or equal to 92% of student targets being met.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective: 56-91.99% of student targets being met.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing: 18.67-55.99% of student targets being met.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective: 0-18.66% of student targets being met.

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.	<p>For High School Math, Westhampton Beach UFSD-developed pretests will be administered. The same pretest will be administered across all sections for the same course. Appropriate and rigorous growth targets will be set collaboratively by the teacher and the principal for the New York State Regents Assessment. The percentage of students meeting the growth target will be converted to a scale score of 0-20, which is detailed in the attached document.</p> <p>To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to 92% of student targets being met. Effective: 56-91.99% of student targets being met. Developing: 18.67-55.99% of student targets being met. Ineffective: 0-18.66% of student targets being met.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective: Greater than or equal to 92% of student targets being met.

Effective (9 - 17 points) Results meet District goals for similar students.	Effective: 56-91.99% of student targets being met.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing: 18.67-55.99% of student targets being met.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective: 0-18.66% of student targets being met.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Westhampton Beach UFSD-developed English 9 assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Westhampton Beach UFSD-developed English 10 assessment
Grade 11 ELA	Regents assessment	English Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For High School English, Westhampton Beach UFSD-developed pretests will be administered. The same pretest will be administered across all sections for the same course. Appropriate and rigorous growth targets will be set collaboratively by the teacher and the principal for the New York State Regents Assessment (or locally developed assessment for English 9 and English 10). The percentage of students meeting the growth target will be converted to a scale score of 0-20, which is detailed in the attached document.</p> <p>To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories: Highly Effective: Greater than or equal to 92% of student targets being met. Effective: 56-91.99% of student targets being met. Developing: 18.67-55.99% of student targets being met. Ineffective: 0-18.66% of student targets being met.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective: Greater than or equal to 92% of student targets being met.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective: 56-91.99% of student targets being met.

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

Ineffective: 0-18.66% of student targets being met.

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/5364/131057-TXEttx9bQW/SLO_HEDI_Charts_20pt.pdf

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
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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
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2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
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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

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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	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA assessments to calculate teacher effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress ELA: To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 10.5. From this point, we will use the following cut points to assign teachers to categories:

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 10.5 points on the HEDI scale. Teachers in grades 4 and 5 will receive class-based scores, teachers in grades 6-8 will receive composite schoolwide scores.

Highly Effective: Greater than or equal to .9 standard deviations above average (10.5).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average.

Ineffective: Less than -2.4 standard deviations below average.

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

Highly Effective: Greater than or equal to .9 standard deviations above average (10.5).

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

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

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

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average.

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

Ineffective: Less than -2.4 standard deviations below average.

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	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA assessments to calculate teacher effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress ELA: To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 10.5 points on the HEDI scale. Teachers in grades 4 and 5 will receive class-based scores, teachers in grades 6-8 will receive composite schoolwide scores.

Highly Effective: Greater than or equal to .9 standard deviations above average (10.5).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average.

Ineffective: Less than -2.4 standard deviations below average.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective: Greater than or equal to .9 standard deviations above average (10.5).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective: Less than -2.4 standard deviations below average.

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/5139/131096-rhJdBgDruP/15ptNWEA_HEDI_12-14-12.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	5) District, regional, or BOCES–developed assessments	Westhampton Beach UFSD-developed Gr. K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Westhampton Beach UFSD-developed Gr. 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Westhampton Beach UFSD-developed Gr. 2 ELA Assessment
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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 Grades K-2, Westhampton Beach UFSD-developed pretests will be administered. The same pretest will be administered across all sections for the same course. Appropriate and rigorous growth targets will be set
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collaboratively by the teacher and the principal for the locally developed assessments for ELA K, 1, and 2. The percentage of students meeting the growth target will be converted to a scale score of 0-20, which is detailed in the attached document.

To assign teachers to HEDI categories, we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to 92% of student targets being met.

Effective: 56-91.99% of student targets being met.

Developing: 18.67-55.99% of student targets being met.

Ineffective: 0-18.66% of student targets being met.

The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA assessments to calculate teacher effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress ELA (Grade 3): To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

See HEDI Chart uploaded at 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For Grade K-2 ELA:

Highly Effective: Greater than or equal to 92% of student targets being met.

For Measures of Academic Progress ELA - Grade 3: Within the category of Highly Effective, for those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>For Grade K-2 ELA: Effective: 56-91.99% of student targets being met.</p> <p>For Measures of Academic Progress ELA - Grade 3: Within the category of Effective, for those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>For Grade K-2 ELA: Developing: 18.67-55.99% of student targets being met.</p> <p>For Measures of Academic Progress ELA - Grade 3: Within the category of Developing, for those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>For Grade K-2 ELA: Ineffective: 0-18.66% of student targets being met.</p> <p>For Measures of Academic Progress ELA - Grade 3: Within the category of Ineffective, for those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.</p>

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	5) District, regional, or BOCES–developed assessments	Westhampton Beach UFSD-developed Gr. K Math Assessment
1	5) District, regional, or BOCES–developed assessments	Westhampton Beach UFSD-developed Gr. 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Westhampton Beach UFSD-developed Gr. 2 Math Assessment
3	4) State-approved 3rd party assessments	Measures of Academic Progress (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.

For Grades K-2, Westhampton Beach UFSD-developed pretests will be administered. The same pretest will be administered across all sections for the same course. Appropriate and rigorous growth targets will be set collaboratively by the teacher and the principal for the locally developed assessments for Math K, 1, and 2. The percentage of students meeting the growth target will be converted to a scale score of 0-20, which is detailed in the attached document.

To assign teachers to HEDI categories (K-2), we will assume a distribution of teacher effectiveness centered on 13. From this point, we will use the following cut points to assign teachers to categories:

Highly Effective: Greater than or equal to 92% of student targets being met.

Effective: 56-91.99% of student targets being met.

Developing: 18.67-55.99% of student targets being met.

Ineffective: 0-18.66% of student targets being met.

The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA assessments to calculate teacher effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress Math (Grade 3): To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

See HEDI Chart uploaded at 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For Grade K-2 Math:

Highly Effective: Greater than or equal to 92% of student targets being met.

For Measures of Academic Progress Math - Grade 3:
Within the category of Highly Effective, for those teachers

who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For Grade K-2 Math:
Effective: 56-91.99% of student targets being met.

For Measures of Academic Progress Math - Grade 3:
Within the category of Effective, for those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

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

For Grade K-2 Math:
Developing: 18.67-55.99% of student targets being met.

For Measures of Academic Progress Math - Grade 3:
Within the category of Developing, for those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

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

For Grade K-2 Math:
Ineffective: 0-18.66% of student targets being met.

For Measures of Academic Progress Math - Grade 3:
Within the category of Ineffective, for those teachers who fall at less than -2.1 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

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	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA assessments to calculate teacher effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress ELA: To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale. Teachers in grades 6-8 will receive composite schoolwide scores.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

See HEDI Chart uploaded at 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

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

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average

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

Ineffective: Less than -2.1 standard deviations below average.

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	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA assessments to calculate teacher effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress ELA: To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale. Teachers in grades 6-8 will receive composite schoolwide scores.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

See HEDI Chart uploaded at 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

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

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

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

Ineffective: Less than -2.1 standard deviations below average.

for grade/subject.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Global 2	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
American History	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA assessments to calculate teacher effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress ELA: To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:
*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale. Teachers in grades 9-12 will receive composite schoolwide scores.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

See HEDI Chart uploaded at 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

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

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

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

Ineffective: Less than -2.1 standard deviations below average.

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	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Earth Science	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Chemistry	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Physics	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA assessments to calculate teacher effectiveness ratings.

graphic at 3.13, below.

Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress ELA: To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale. Teachers in grades 9-12 will receive composite schoolwide scores.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

See HEDI Chart uploaded at 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

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

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

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

Ineffective: Less than -2.1 standard deviations below average.

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	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

Geometry	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Algebra 2	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA assessments to calculate teacher effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress ELA: To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories: *Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale. Teachers in grades 9-12 will receive composite schoolwide scores.</p> <p>Highly Effective: Greater than or equal to .9 standard deviations above average (13).</p> <p>Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.</p> <p>Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.</p> <p>Ineffective: Less than -2.1 standard deviations below average.</p> <p>See HEDI Chart uploaded at 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Highly Effective: Greater than or equal to .9 standard deviations above average (13).</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.</p>

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

Ineffective: Less than -2.1 standard deviations below average.

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	6(ii) School wide measure computed locally	Measures of Academic Progress ELA
Grade 10 ELA	6(ii) School wide measure computed locally	Measures of Academic Progress ELA
Grade 11 ELA	6(ii) School wide measure computed locally	Measures of Academic Progress ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA assessments to calculate teacher effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. For Measures of Academic Progress ELA: To assign teachers to HEDI categories, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:

*Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale. Teachers in grades 9-12 will receive composite schoolwide scores.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below

teachers to HEDI categories using a school-wide measure, we will assume a normal distribution of teacher effects centered on 13. From this point, we will use the following cut points to assign teachers to categories:
 *Note that "average," as used here and in the 4 boxes below, refers to the average performance nationwide for like students on the assessment. Therefore, a teacher with a standard deviation of "0," would have students whose performances were equivalent to the national average and this teacher would earn 13 points on the HEDI scale. Teachers will receive composite school-wide scores for their respective building.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

Ineffective: Less than -2.1 standard deviations below average.

See HEDI Chart uploaded at 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.

Highly Effective: Greater than or equal to .9 standard deviations above average (13).

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

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

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.1 standard deviations below average.

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

Ineffective: Less than -2.1 standard deviations below average.

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/5139/131096-y92vNseFa4/SLO_HEDI_Charts_20pt.pdf](#)

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

For all teachers with multiple SLOs, the subcomponent scores will be weighted proportionally.

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, December 14, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	41
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	19

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Westhampton Beach School District will utilize Danielson's Framework for Teaching Rubric (2011 Revised Edition) to evaluate multiple "other measures" of effectiveness to account for sixty (60) points of the overall evaluation. Each of the twenty-two (22) professional competencies contained within the four domains of the rubric have been weighted to be aligned with the District's priorities and goals. A teacher's overall performance on this component will be solely derived from Danielson's Framework for Teaching Rubric (2011 Revised Edition) and can be rated at any score point from 0-60. Forty-one (41) of the sixty (60) points will be based on multiple classroom observations (formal and informal). Nineteen (19) of the sixty (60) points will be based on structured reviews of lesson plans and other teacher artifacts. The aforementioned 19 points will be from Danielson's Framework of Teaching Rubric (2011 Revised Edition) sub-domains 1c, 1d, 1e, 1f, 4a, 4b, 4c, 4d, 4e, and 4f as outlined in the attachment. The remaining sub-domains will be evaluated through multiple classroom observations. The total points for this component will be based on the

twenty-two sub-domains and will result in a score between 0-60. For the total 60-point calculation, normal rounding rules will apply.

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/5091/131124-eka9yMJ855/Danielson_PointChart_revised.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will be evaluated based on the New York State Teaching Standards and the professional competencies outlined in Danielson's Framework for Teaching Rubric (2011 Revised Edition). Teachers earning a score of 57-60 will be deemed to have exceeded the New York State Teaching Standards and will be rated as highly effective for this component.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will be evaluated based on the New York State Teaching Standards and the professional competencies outlined in Danielson's Framework for Teaching Rubric (2011 Revised Edition). Teachers earning a score of 46-56 will be deemed to have met the New York State Teaching Standards and will be rated as effective for this component.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will be evaluated based on the New York State Teaching Standards and the professional competencies outlined in Danielson's Framework for Teaching Rubric (2011 Revised Edition). Teachers earning a score of 16-45 will be deemed to need improvement to meet the New York State Teaching Standards and will be rated as developing for this component.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will be evaluated based on the New York State Teaching Standards and the professional competencies outlined in Danielson's Framework for Teaching Rubric (2011 Revised Edition). Teachers earning a score of 0-15 will be deemed to have not met the New York State Teaching Standards and will be rated as ineffective for this component.

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	46-56
Developing	16-45
Ineffective	0-15

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

• In Person

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

• 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)

Created Tuesday, October 09, 2012

Updated Friday, October 19, 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	57-60
Effective	46-56
Developing	16-45
Ineffective	0-15

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, May 18, 2012

Updated Friday, November 30, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/131136-Df0w3Xx5v6/TIP_Final.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:

APPR Appeals Procedure

Probationary Teachers:

Probationary teachers may not appeal an APPR rating.

Probationary teachers may submit a written rebuttal to the APPR evaluation, which will be attached to the evaluation and placed in the teacher's personnel file.

Tenured Teachers:

Appeals by tenured teachers shall be limited to evaluations with a rating of developing or ineffective.

Tenured teachers may, however, submit a written rebuttal to evaluations with a rating of effective or highly effective.

Teachers receiving an overall rating of developing or ineffective shall be advised of their right to appeal.

A tenured teacher may appeal the final evaluation (developing or ineffective) to the Superintendent of Schools within ten (10) business days of receipt of the evaluation.

The appeal shall be in writing and shall articulate in detail the basis for appeal. Any issues not raised in the written appeal shall be deemed waived.

Upon receiving a written appeal, the Superintendent of Schools shall convene the Appeals Panel as soon as practicable, but not later than thirty (30) calendar days from receipt of the written appeal. However, a teacher rated developing or ineffective may choose to waive the review by the Appeals Panel and appeal directly to the Superintendent of Schools.

Grounds for appeal shall be limited to:

-the substance of the annual professional performance review;

-the district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education Law;

-the district's adherence to any applicable locally negotiated APPR procedures;

-the district's issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP).

The Appeals Panel will review all written appeals within the parameters stated above. In addition to the written appeal, the teacher has the right to speak directly to the Appeals Panel in support of his/her appeal. The Appeals Panel will also provide the evaluating administrator with the opportunity to speak directly to the Appeals Panel if the evaluating administrator wishes to avail him/herself of that opportunity. Any such "interviews" shall be completed within the ten (10) business day period that the Appeals Panel has to complete their review.

The Appeals Panel shall consist of two administrators appointed by the Superintendent of Schools and two members appointed by the Westhampton Beach Teachers Association. All four members must be present in order to conduct a review. The scope of authority of the Appeals Panel is to make a non-binding recommendation to the Superintendent of Schools within ten (10) business days of receiving the appeal.

The Appeals Panel shall by majority vote:

-recommend that the evaluation and final rating be affirmed;

-make written recommendations for the amendment of the evaluation; or

-recommend that the evaluation be set aside and a new evaluation conducted.

In the event of a split vote (no majority opinion) of the Appeals Panel, the appeal and written arguments from the Panel will be passed to the Superintendent for a final determination.

The Superintendent of Schools shall render a written determination within ten (10) calendar days of receipt of the recommendation from the Appeals Panel or the receipt of a direct appeal by a teacher who has waived his/her right to the review by the Appeals Panel. The determination of the Superintendent of Schools is final and binding. It is not subject to any further appeal, grievance, or review in any other forum. If the Superintendent of Schools orders amendments to the original evaluation or a new evaluation, such actions shall be conducted in a timely and expeditious manner in accordance with New York State Education Law Section 3012-c.

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.

Lead evaluators and evaluators will be trained in accordance with New York State Education Law Section 3012-c. Training will be conducted by Eastern Suffolk BOCES personnel. In addition, lead evaluators and evaluators will participate in specific training on Danielson's Framework for Effective Teaching Rubric (2011 Revised Edition) through Teachscape. Ongoing in-district training and continued professional development through the Eastern Suffolk BOCES Network Team will ensure inter-rater reliability and annual re-certification of all lead evaluators and evaluators.

Lead evaluators and evaluators will be trained in the following areas:

- *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 State-approved teacher practice rubrics*
- *Application and use of any assessment tools used to evaluate teachers*
- *Application and use of any State-approved locally selected measures of student achievement*
- *Use of the Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers*

Lead evaluators and evaluators will be certified by the Board of Education.

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 Tuesday, October 16, 2012
Updated Wednesday, October 24, 2012

Page 1

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

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

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

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

K-5
6-8
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.	not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	not applicable

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://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 Tuesday, October 16, 2012

Updated Friday, December 14, 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-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (MAP Primary Grades for Gr. K-1, MAP-ELA for Gr. 2-5)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA)

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>Principals' ratings will be derived from a composite score of the students in their respective buildings on the Measures of Academic Progress (ELA), with the exception that the MAP Primary Grades will be utilized for grades K-1. The Westhampton Beach School District will be using the conditional growth index (CGI) derived from NWEA assessments to calculate principal effectiveness ratings. Rigorous growth targets will be based on a comparison of actual student growth compared to national growth norms. To assign principals to HEDI categories, we will assume a normal distribution of principal effects centered on 10.5. From this point we will use the following cut points to assign principals to categories.</p> <p>* Note that "average," as used here and in the four boxes below, refers to the average performance nationwide for like students.</p>
--	--

Highly Effective: Greater than or equal to .9 standard deviations above average (10.5).

Effective: Less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average.

Developing: Less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average.

Ineffective: Less than -2.4 standard deviations below average.

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

Within the category of Highly Effective, for those teachers who fall at greater than or equal to .9 standard deviations above average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

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

Within the category of Effective, for those teachers who fall at less than .9 standard deviations above average and greater than or equal to -.9 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

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

Within the category of Developing, for those teachers who fall at less than -.9 standard deviations below average and greater than or equal to -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

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

Within the category of Ineffective, for those teachers who fall at less than -2.4 standard deviations below average, we further divide the distribution to determine specific points. The specific point breakdown, with upper and lower bounds denoted in standard deviation units, is detailed in the attachment.

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

(No response)

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

assets/survey-uploads/5366/197878-qBFVOWF7fC/15ptNWEA_HEDI_12-14-12.pdf

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

In the table below, list all of the grade configurations 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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a

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

(No response)

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

(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 response)

8.4) Principals with More Than One Locally Selected Measure

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

All principals within the Westhampton Beach UFSD shall have only one locally selected measure.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Friday, October 12, 2012
Updated Monday, December 17, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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.

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The six domains and sub-domains on the Multidimensional Principal Performance Rubric have been assigned point values as delineated on the attached chart. The Superintendent of Schools and the Assistant Superintendent for Personnel Instruction will make multiple visits to each principal's school for the purpose of observing/evaluating the principal. Principals will be required to submit mutually agreed upon evidence and artifacts to the Assistant Superintendent for Personnel Instruction for the purpose of evaluating those sub-domains that cannot be fully evaluated based solely on observation. The attached chart details the point breakdown and associated HEDI ratings for this portion of the evaluation. The total points for this component will be based on the total of the points assigned to each of the Multidimensional Principal Performance Rubric sub-domains and will result in a score between 0-60. For the total 60-point calculation, normal rounding rules will apply.

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/5143/194917-pMADJ4gk6R/Principal Rubric HEDI Ratings .pdf](assets/survey-uploads/5143/194917-pMADJ4gk6R/Principal%20Rubric%20HEDI%20Ratings.pdf)

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

Highly Effective: Overall performance and results exceed standards.	Principals will be evaluated based on the ISLLC standards and the professional competencies outlined in the Multidimensional Principal Performance Rubric. Teachers earning a score of 57-60 will be deemed to have exceeded the ISLLC standards and will be rated as highly effective for this component.
Effective: Overall performance and results meet standards.	Principals will be evaluated based on the ISLLC standards and the professional competencies outlined in the Multidimensional Principal Performance Rubric. Teachers earning a score of 52-56 will be deemed to have met the ISLLC standards and will be rated as effective for this component.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will be evaluated based on the ISLLC standards and the professional competencies outlined in the Multidimensional Principal Performance Rubric. Teachers earning a score of 16-51 will be deemed to need improvement to meet the ISLLC

Ineffective: Overall performance and results do not meet standards.

standards and will be rated as developing for this component.

Principals will be evaluated based on the ISLLC standards and the professional competencies outlined in the Multidimensional Principal Performance Rubric. Teachers earning a score of 0-15 will be deemed to have not met the ISLLC standards and will be rated as ineffective for this component.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	52-56
Developing	16-51
Ineffective	0-15

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, October 12, 2012

Updated Wednesday, October 24, 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	57-60
Effective	52-56
Developing	16-51
Ineffective	0-15

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, October 12, 2012
Updated Friday, November 30, 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/5276/194918-Df0w3Xx5v6/Principal Improvement Plan.doc](assets/survey-uploads/5276/194918-Df0w3Xx5v6/Principal%20Improvement%20Plan.doc)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEAL PROCESS

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

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a Principal who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) school days of the presentation of the final document to the Principal, in the case of a tenured principal, or else the right the appeal shall be deemed waived in all regards; provided, however, that in the case of a PIP appeal, there shall be a second fifteen business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

D. The Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent shall review the evidence underlying the observations of the Principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen business days of the receipt of the appeal and shall be considered preliminary.

E. If not satisfied by the preliminary decision of the Superintendent the Building Principal shall within five (5) school days request that a complete review be performed by a mutually agreed upon retired administrator. If the parties cannot mutually agree upon an outside expert, the Eastern Suffolk BOCES District Superintendent shall recommend a retired administrator to function as the outside expert. Such expert shall be selected within ten (10) business days. The outside expert, whose cost shall be borne by the district, shall review the preliminary decision, the observations/evaluations and the evidence underlying the observations/evaluations of the Principal, as well as all other evidence and/or documentation submitted by the Principal and/or the District. The evidence submitted to the expert shall be simultaneously exchanged between the parties and submitted within five (5) business days of the selection of the expert. No hearing shall be held by the expert. However, within five (5) business days of receipt of the appeal the expert may request written clarification of any of the information submitted as part of the original documentation. Upon review of the documentation submitted the expert shall within fifteen (15) business days thereof issue a written, non-binding advisory opinion that may recommend upholding, reversing, or modifying the preliminary determination as well as provide recommendations, including but not limited to, adjustments to the Principal Improvement Plan or other corrective actions. The written decision shall be comprehensive and contain a rationale supported by facts. The expert’s non-binding, advisory recommendation shall be simultaneously transmitted to the Superintendent and Appellant upon completion. The Superintendent shall have five (5) school days to render a final decision after reviewing the advisory recommendation. The decision of the Superintendent shall be final and binding and shall not be grievable, arbitrable, or reviewable in any other forum. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation or determination, including the second consecutive ineffective annual composite APPR evaluation, in any proceeding brought pursuant to Education Law Section 3020-a or any subsequent civil appeals.

F. Procedural objections to the appeal process or PIP plan shall be subject to the grievance procedure within the parties’ collective bargaining agreement. Notwithstanding the foregoing, if the Principal was not aware of the alleged procedural violation until the production of the completed APPR then the review of that alleged violation shall be made pursuant to the APPR appeal provisions. Any grievance procedure shall be conducted in a timely and expeditious manner in accordance with New York State Education Law Section 3012-c.

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.

Principal evaluators will be trained in accordance with New York State Education Law Section 3012-c. Training will be conducted by Eastern Suffolk BOCES, Leadership for Educational Achievement Foundation (LEAF), and other outside experts, replicating the New York State Education Department model certification process. Ongoing in-district training and continued professional development will ensure inter-rater reliability and annual re-certification of all principal evaluators.

Principal evaluators will be trained in the following areas:

- ISLLC and 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 State-approved principal practice rubrics*
- Application and use of any assessment tools used to evaluate teachers and/or principals*
- Application and use of any State-approved locally selected measures of student achievement*

- *Use of the Statewide Instructional Reporting System*
- *Scoring methodologies used to evaluate teachers and principals*

Principal evaluators will be certified by the Board of Education.

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 Wednesday, October 03, 2012

Updated Wednesday, December 19, 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/5581/188110-3Uqgn5g9Iu/APPR Signed Certification 2.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.

APPENDIX A

SLO and Local Assessment HEDI Conversion Chart

Percent of Students Meeting Target	HEDI Points	HEDI Rating
98 - 100	20	HE
96 - 97.99	19	HE
92 - 95.99	18	HE
88 - 91.99	17	E
84 - 87.99	16	E
80 - 83.99	15	E
76 - 79.99	14	E
72 - 75.99	13	E
68 - 71.99	12	E
64 - 67.99	11	E
60 - 63.99	10	E
56 - 59.99	9	E
49.78 - 55.99	8	D
43.56 - 49.77	7	D
37.33 - 43.55	6	D
31.11 - 37.32	5	D
24.89 - 31.10	4	D
18.67 - 24.88	3	D
12.44 - 18.66	2	I
6.22 - 12.43	1	I
0 - 6.21	0	I

2012-13 HEDI Distribution Chart (20 pts)

Based on standard deviations (CGI) from NWEA National Student Norms

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
Standard Deviations of 1.3 or higher																				
Standard Deviations from 1.1 to 1.299																				
Standard Deviations from .9 to 1.099																				
			Standard Deviations from .7 to .899																	
			Standard Deviations from .5 to .699																	
			Standard Deviations from .3 to .499																	
			Standard Deviations from .1 to .299																	
			Standard Deviations from -.1 to .099																	
			Standard Deviations from -.3 to -1.001																	
			Standard Deviations from -.5 to -.3001																	
			Standard Deviations from -.7 to -.5001																	
			Standard Deviations from -.9 to -.7001																	
												Standard Deviations from -1.1 to -.9001								
												Standard Deviations from -1.3 to -1.1001								
												Standard Deviations from -1.5 to -1.3001								
												Standard Deviations from -1.7 to -1.5001								
												Standard Deviations from -1.9 to -1.7001								
												Standard Deviations from -2.1 to -1.9001								
																		Standard Deviations from -2.3 to -2.1001		
																		Standard Deviations from -2.5 to -2.3001		
																		Standard Deviations less than -2.5		

APPENDIX A

SLO and Local Assessment HEDI Conversion Chart

Percent of Students Meeting Target	HEDI Points	HEDI Rating
98 - 100	20	HE
96 - 97.99	19	HE
92 - 95.99	18	HE
88 - 91.99	17	E
84 - 87.99	16	E
80 - 83.99	15	E
76 - 79.99	14	E
72 - 75.99	13	E
68 - 71.99	12	E
64 - 67.99	11	E
60 - 63.99	10	E
56 - 59.99	9	E
49.78 - 55.99	8	D
43.56 - 49.77	7	D
37.33 - 43.55	6	D
31.11 - 37.32	5	D
24.89 - 31.10	4	D
18.67 - 24.88	3	D
12.44 - 18.66	2	I
6.22 - 12.43	1	I
0 - 6.21	0	I

2012-13 HEDI Distribution Chart (20 pts)

Based on standard deviations (CGI) from NWEA National Student Norms

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	
Standard Deviations of 1.3 or higher																					
	Standard Deviations from 1.1 to 1.299																				
		Standard Deviations from .9 to 1.099																			
			Standard Deviations from .7 to .899																		
				Standard Deviations from .5 to .699																	
					Standard Deviations from .3 to .499																
						Standard Deviations from .1 to .299															
							Standard Deviations from -.1 to .099														
								Standard Deviations from -.3 to -1.001													
									Standard Deviations from -.5 to -.3001												
										Standard Deviations from -.7 to -.5001											
											Standard Deviations from -.9 to -.7001										
												Standard Deviations from -1.1 to -.9001									
													Standard Deviations from -1.3 to -1.1001								
														Standard Deviations from -1.5 to -1.3001							
															Standard Deviations from -1.7 to -1.5001						
																Standard Deviations from -1.9 to -1.7001					
																	Standard Deviations from -2.1 to -1.9001				
																		Standard Deviations from -2.3 to -2.1001			
																			Standard Deviations from -2.5 to -2.3001		
																				Standard Deviations less than -2.5	

Westhampton Beach Union Free School District
Westhampton Beach, New York

Teacher Improvement Plan

Teacher: _____

Date: ___/___/___

Building / Department or Grade Level: _____

Areas Needing Improvement:

(specific reference to the Teacher Evaluation Rubric must be included here)

Performance Goals:

(identify specific objectives required for improvement)

Action Plan:

(specific requirements for the teacher's engagement in professional development and other differentiated improvement activities, and the administration's support for the teacher's improvement will be outlined here)

Timelines for Improvement:

(include the date when the outcome of the plan will be assessed)

Description of how improvement will be assessed:

(include specific criteria for measuring the teacher's progress towards the performance goals)

Teacher's Signature

Administrator's Signature

DANIELSON'S FRAMEWORK FOR TEACHING RUBRIC (2011 REVISED EDITION) PROFESSIONAL					
(0-60 points)					
FRAMEWORK FOR TEACHING DOMAIN	Available	Ineffective	Developing	Effective	Highly Effective
Demonstrating Knowledge of Content and Pedagogy (1a)	4	0 - 1	3	3.75	4
Demonstrating knowledge of students (1b)	4	0 - 1	3	3.75	4
Setting instructional outcomes (1c)	3	0 - 0.75	2.25	2.8	3
Demonstrating knowledge of resources (1d)	3	0 - 0.75	2.25	2.8	3
Designing coherent instruction (1e)	4	0 - 1	3	3.75	4
Designing student assessments (1f)	3	0 - 0.75	2.25	2.8	3
Creating an Environment of Respect and Rapport (2a)	4	0 - 1	3	3.75	4
Establishing a Culture for Learning (2b)	4	0 - 1	3	3.75	4
Managing classroom procedures (2c)	3	0 - 0.75	2.25	2.8	3
Managing student behavior (2d)	2	0 - 0.5	1.5	1.9	2
Organizing physical space (2e)	3	0 - 0.75	2.25	2.8	3
Communicating with students (3a)	3	0 - 0.75	2.25	2.8	3
Using Questioning, Prompts and Discussion (3b)	4	0 - 1	3	3.75	4
Engaging Students in Learning (3c)	4	0 - 1	3	3.75	4
Using Assessment in Instruction (3d)	4	0 - 1	3	3.75	4
Demonstrating Flexibility and Responsiveness (3e)	2	0 - 0.5	1.5	1.9	2
Teacher reflection to improve and grow. (4a)	1	0 - 0.25	0.75	0.95	1
Maintaining accurate records and responsibilities (4b)	1	0 - 0.25	0.75	0.95	1
Communicating with and engaging families (4c)	1	0 - 0.25	0.75	0.95	1
Participating in a professional school community (4d)	1	0 - 0.25	0.75	0.95	1
Professional growth by enhancing content knowledge (4e)	1	0 - 0.25	0.75	0.95	1
Showing professionalism and demonstrating integrity (4f)	1	0 - 0.25	0.75	0.95	1

The 19 potential points from sub-domains 1c, 1d, 1e, 1f, 4a, 4b, 4c, 4d, 4e, and 4f will be derived from a structured review of lesson plans and other teacher artifacts.

Normal rounding rules will apply for the overall 60-point calculation.

2012-13 HEDI Distribution Chart (15 pts)

Based on standard deviations (CGI) from NWEA National Student Norms

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Standard Deviations of 1.2 or higher	Standard Deviations from .9 to 1.199	Standard Deviations from .6 to .899	Standard Deviations from .3 to .599	Standard Deviations from 0 to .299	Standard Deviations from -.3 to -.001	Standard Deviations from -.6 to -.3001	Standard Deviations from -.9 to -.6001	Standard Deviations from -1.2 to -.9001	Standard Deviations from -1.5 to -1.2001	Standard Deviations from -1.8 to -1.5001	Standard Deviations from -2.1 to -1.8001	Standard Deviations from -2.4 to -2.1001	Standard Deviations from -2.7 to -2.4001	Standard Deviations from -3.0 to -2.7001	Standard Deviations less than -3.0

Appendix F

Westhampton Beach UFSD
Principal APPR

Principal Improvement Plan

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

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

A PIP shall be designed by the Principal and the Superintendent or Assistant Superintendent for Personnel and Instruction in collaboration with the president of the *Association* or his/her designee with any differences to be resolved by a consensus determination. (The association president will be notified when the district notifies the Principal of an ineffective or developing rating.)

The Principal must be offered the opportunity for a volunteer peer mentor chosen from the Association. The Principal will select the mentor, with the approval of the Superintendent and the Association President. All dealings between the mentor and Principal will be confidential. If there are no suitable mentors and/or no volunteers from the Association, the District shall offer an outside mentor to the Principal.

A statement of differentiated activities to support improvement shall be developed by the Superintendent of Schools or Assistant Superintendent for Personnel and Instruction after consultation with the Principal on the PIP and may include, but shall not be limited to: working with mentors, in-service training, education conferences and reference to professional writings based upon scientific research, collaboration with administrative colleagues. All costs associated with the aforementioned shall be borne by the District.

The Superintendent or Assistant Superintendent for Personnel and Instruction will meet regularly with the at-risk Principal to assist him/her to improve performance. Specific performance goals based on the ISLLC Standards- Multi-Dimensional Principal Practice Rubric (MPPR) and required evidence will form the foundation of the Principal Improvement Plan (PIP). These meetings between the at-risk principal and superintendent will focus on the sharing of evidence as a means to improve the Principal's level of performance. A written update will be provided by the Superintendent or the Assistant Superintendent for Personnel and Instruction to the at-risk Principal at the mid-year point that identifies the specific factors still needing improvement and the evidence required by the at-risk Principal to show the needed improvement.

No later than November 15th the Superintendent or Assistant Superintendent for Personnel and Instruction shall meet with the Building Principal on the PIP to discuss and assess the building principal's progress and provide written feedback to the Principal regarding his/her progress on the PIP; on or before February 15th the Superintendent or the Assistant Superintendent for Personnel and Instruction shall again meet with the Building Principal on the PIP to discuss and assess the Building Principal's progress and provide written feedback to the principal regarding his/her progress on the PIP; on or before April 15th the Superintendent or the Assistant Superintendent for Personnel and Instruction shall again meet with the Building Principal on the PIP to discuss and assess the Building Principal's progress and provide

written feedback to the Principal regarding his/her progress on the PIP. If at anytime, the Superintendent believes that the goals have been met by the Principal, he/she shall sign a written acknowledgement of attainment.

If at the end of the year the PIP goals are met or the administrator is rated “effective” the PIP will terminate.

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

A probationary principal who is terminated prior to their second year is not entitled to a Principal Improvement Plan.

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

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

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

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

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

II. **EXPECTED OUTCOMES**

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

III. **RECOMMENDED RESOURCES/ACTIVITIES**

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

- i. List specific materials, people, workshop to be used to support the PIP
- ii. Identify the instrument or rubrics used to monitor progress
- iii. Danielson video or online PD (*Educational Impact or ASCD*)

IV. **EVIDENCE OF ACHIEVEMENT**

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

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

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

Superintendent

Date

Principal

Date

Westhampton Beach UFSD

PRINCIPAL IMPROVEMENT PLAN

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

*Separate sheets may be attached for each Area of Improvement in order to complete the required information.

Principal Signature _____

Date _____

Assistant Superintendent Signature _____

Date _____

Superintendent Signature _____

Date _____

Westhampton Beach UFSD
PRINCIPAL IMPROVEMENT PLAN
PROGRESS RECORD FORM

	Summary of meeting (Superintendent or Assistant Superintendent)	SIGN-OFF BY BOTH PARTIES
Meeting #1 Date _____		 _____ _____
Meeting #2 Date _____		 _____ _____
Meeting #3 Date _____		 _____ _____

Multidimensional Principal Performance Rubric	POINTS
<i>DOMAIN 1: Shared Vision of Learning</i>	10
a. Culture	5
b. Sustainability	5
<i>DOMAIN 2: School Culture and Instructional Program</i>	22
a. Culture	4
b. Instructional Program	5
c. Capacity Building	5
d. Sustainability	4
e. Strategic Planning Process	4
<i>DOMAIN 3: Safe, Efficient, Effective Learning Environment</i>	14
a. Capacity Building	3
b. Culture	3
c. Sustainability	3
d. Instructional Program	5
<i>DOMAIN 4: Community</i>	7
a. Strategic Planning Process: Inquiry	3
b. Culture	2
c. Sustainability	2
<i>DOMAIN 5: Integrity, Fairness, Ethics</i>	5
a. Sustainability	2.5
b. Culture	2.5
<i>DOMAIN 6: Political, Social, Economic, Legal & Cultural Content</i>	2
a. Sustainability	1
b. Culture	1

Multidimensional Principal Performance Rubric	Highly Effective	Effective	Developing	Ineffective
Effective with the 2012-13 School Year				
		% of HE	% of HE	% of HE
<i>DOMAIN 1: Shared Vision of Learning</i>				
a. Culture	5	0.9375	0.85	0
b. Sustainability	5	0.9375	0.85	0
<i>DOMAIN 2: School Culture and Instructional Program</i>				
a. Culture	4	0.9375	0.85	0
b. Instructional Program	5	0.9375	0.85	0
c. Capacity Building	5	0.9375	0.85	0
d. Sustainability	4	0.9375	0.85	0
e. Strategic Planning Process	4	0.9375	0.85	0
<i>DOMAIN 3: Safe, Efficient, Effective Learning Environment</i>				
a. Capacity Building	3	0.9375	0.85	0
b. Culture	3	0.9375	0.85	0
c. Sustainability	3	0.9375	0.85	0
d. Instructional Program	5	0.9375	0.85	0
<i>DOMAIN 4: Community</i>				
a. Strategic Planning Process: Inquiry	3	0.9375	0.85	0
b. Culture	2	0.9375	0.85	0
c. Sustainability	2	0.9375	0.85	0
<i>DOMAIN 5: Integrity, Fairness, Ethics</i>				
a. Sustainability	2.5	0.9375	0.85	0
b. Culture	2.5	0.9375	0.85	0
<i>DOMAIN 6: Political, Social, Economic, Legal & Cultural Content</i>				
a. Sustainability	1	0.9375	0.85	0
b. Culture	1	0.9375	0.85	0

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

 12/14/12

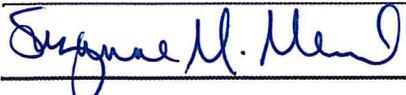
Teachers Union President Signature: Date:

 12/19/12

Administrative Union President Signature: Date:

 12/14/12

Board of Education President Signature: Date:

 12/17/12