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

Commissioner of Education
President of the University of the State of New York
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October 9, 2014

Revised

Dr. Lauren Allan, Superintendent
Ardsley Union Free School District
500 Farm Road
Ardsley, NY 10502

Dear Superintendent Allan:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Harold Coles

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Thursday, June 27, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 660405030000

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

660405030000

1.2) School District Name: ARDSLEY UFSD

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

ARDSLEY UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Monday, September 08, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Ardsley Locally Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Ardsley Locally Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Ardsley Locally Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see attachment in Section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85%-100% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87%

	--19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55%-84% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	54%-24% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	23%-0% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Ardsley Locally Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Ardsley Locally Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Ardsley Locally Developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see attachment in Section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85%-100% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55%-84% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	54%-24% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	23%-0% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

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	Ardsley Locally Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Ardsley Locally Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see attachment in Section 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85%-100% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55%-84% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	54%-24% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	23%-0% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

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	Ardsley Locally Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Ardsley Locally Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Ardsley Locally Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see attachment in Section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District goals for similar students.	55%-84% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District goals for similar students.	54%-24% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	23%-0% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

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	Ardsley Locally Developed Grade 9 Global History 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see attachment in Section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District goals for similar students.	55%-84% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District goals for similar students.	54%-24% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	23%-0% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows:

--2 points: 23%
--1 point: 22%
--0 points: 21%-0%

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see attachment in Section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District goals for similar students.	55%-84% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District goals for similar students.	54%-24% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29%

	--3 points: 28%-24%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	23%-0% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For our students in this school year who are taking Algebra as their first commencement level math course culminating in a Regents, we will be administering the NYS Commom Core Algebra Regents exam as mandated by the State. We currently have a small cohort of students who began Integrated Algebra in the 2012-2013 school year and will be finishing the course in the 2013-2014 school year. These students will take the NYS Integrated Algebra Regents aligned to the Mathematics Core Curriculum (Revised 2005) as mandated by the State. Beginning in 2014-2015 (and beyond), all Ardsley students will be taking the NYS Common Core Algebra and Geometry Regents. The use of this examination will impact our HEDI process. We will continue to use the bands as described below. Please also see attachment in Section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District goals for similar students.	55%-84% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78%

	--14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District goals for similar students.	54%-24% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	23%-0% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

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	Ardsley Locally Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Ardsley Locally Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Grade 11 NYS Comprehensive ELA Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	For the 2013-2014, we will continue to administer the Grade 11 NYS Comprehensive English Regents. Beginning in 2014-2015 (and beyond) we will be administering the Grade 11 NYS

2.11, below.	Common Core English Regents. The use of this examination will impact our HEDI process. We will continue to use the bands as described below. Please see attachment in Section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District goals for similar students.	55%-84% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District goals for similar students.	54%-24% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	23%-0% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

2.10) All Other Courses

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

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	Ardsley Locally Developed Grade Specific Art Assessment

	Music	District, Regional or BOCES-developed	Ardsley Locally Developed Grade Specific Music Assessment
	Physical Education	District, Regional or BOCES-developed	Ardsley Locally Developed Grade Specific PE Assessment
	Forensic Science	District, Regional or BOCES-developed	Ardsley Locally Developed Grades 11 and 12 Forensic Science Assessment
	Conceptual Physics	District, Regional or BOCES-developed	Ardsley Locally Developed Grade 11 Conceptual Physics Assessment
	Advanced Placement Chemistry	District, Regional or BOCES-developed	Ardsley Locally Developed Grades 11 and 12 Chemistry Examination
	Honors Chemistry	State Assessment	NYS Chemistry Regents Examination (Given in Grade 10)
	Honors Biology	State Assessment	NYS Living Environment Regents Examination (Given in Grade 9)
	Teachers of LIbrary K-8	District, Regional or BOCES-developed	Ardsley Locally Developed Grade Specific Library Skills Assessment
	Elementary Science K-3	District, Regional or BOCES-developed	Ardsley Locally Developed Grade Specific Science Examination
	Elementary Science Gr. 4	State Assessment	Grade 4 NYS Science State Assessment
	Advanced Placement Psychology	District, Regional or BOCES-developed	Ardsley Locally Developed Grade 11/12 Psychology Examination
	Family and Consumer Sciences	District, Regional or BOCES-developed	Ardsley Locally Developed Grade Specific FACS Assessment
	English 12	District, Regional or BOCES-developed	Ardsley Locally Developed Grade 12 ELA Assessment
	PreCalculus	District, Regional or BOCES-developed	Ardsley Locally Developed Grade 11/12 PreCalculus Assessment
	Statistics	District, Regional or BOCES-developed	Ardsley Locally Developed Grade 11/12 Statistics Assessment
	PreCalculus Honors	District, Regional or BOCES-developed	Ardsley Locally Developed Grade 11/12 PreCalculus Honors Assessment
	Advanced Placement US Government and Economics	District, Regional or BOCES-developed	Ardsley Locally Developed Grade 12 US Government and Economics Examination
	Health	District, Regional or BOCES-developed	Ardsley Locally Developed Grade Specific Health Assessment
	Technology	District, Regional or BOCES-developed	Ardsley Locally Developed Grade Specific TechnologyAssessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see attachment in Section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of Ardsley students achieve or exceed the individualized growth target determined in their Student

	Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District goals for similar students.	55%-84% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District goals for similar students.	54%-24% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	23%-0% of Ardsley students achieve or exceed the individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

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)

assets/survey-uploads/12186/545583-avH4IQNZMh/2.10 All Other Courses Revised _1.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/545583-TXEtxx9bQW/2.11 HEDI Tables or Graphics Revised.docx

2.12) Locally Developed Controls

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

incentives associated with the controls or adjustments.

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

Ardsley Union Free School District has a dedicated practice of ensuring that all children make significant academic growth within a school year. Our curriculum is rigorous, our professional development plan reflects our strong emphasis on student learning outcomes, and we employ a cycle of continuous improvement to reflect on our practice. District accountability, as demonstrated by our current and previous New York State District Report Cards, is very high.

Our local controls include the review of all relevant data across State identified student groups to ensure that targets are set that will meet grade level benchmarks and Individualized Education Plan (IEP) goals, and that will result in local and State assessment success. Our method is comprehensive. The process is led and monitored by principals, the Director of Curriculum and Instruction, and the Director of Pupil Personnel Services. This systems approach results in a high level of scrutiny, transparency, and reflection, and serves to support teachers in making decisions for students that are equitable and that are based on best instructional and assessment practices. As such, it mitigates potentially problematic incentives.

Differentiation of instruction is central to the process. Our staff has been thoroughly trained in strategies to meet individual need, and that work is ongoing. The success of this initiative is reflected in our State data and is confirmed by our local assessment results. This correlation demonstrates the strength of our control processes, and is used to design and implement curriculum and to evaluate instructional effectiveness. It is continually monitored to ensure consistency. The construction of Student Learning Objectives will reflect the strong emphasis we place on setting targets that are data driven, measurable using both summative and formative tools, and that have their foundations in the past academic histories of individual children.

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)
If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

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

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

3. Local Measures (Teachers)

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Updated Wednesday, August 27, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Please see attachment in Section 3.3. To see specific point allocations without the value added model (0-20 range), reference HEDI information in Section 3.4 through Section 3.12.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --15 points: 100%-91% --14 points: 90%-85%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --13 points: 84%-80% --12 points: 79%-75% --11 points: 74%-70% --10 points: 69%-65% --9 points: 64%-60% --8 points: 59%-55%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --7 points: 54%-49% --6 points: 48%-43% --5 points: 42%-37% --4 points: 36%-30% --3 points: 29%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 4 Mathematics Assessment
5	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 5 Mathematics Assessment
6	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 6 Mathematics Assessment
7	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 7 Mathematics Assessment
8	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 8 Mathematics Assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Please see attachment in Section 3.3. To see specific point allocations without the value added model (0-20 range), reference HEDI information in Section 3.4 through Section 3.12.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --15 points: 100%-91% --14 points: 90%-85%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --13 points: 84%-80% --12 points: 79%-75% --11 points: 74%-70% --10 points: 69%-65% --9 points: 64%-60% --8 points: 59%-55%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --7 points: 54%-49% --6 points: 48%-43% --5 points: 42%-37% --4 points: 36%-30% --3 points: 29%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

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/12149/545584-rhJdBgDruP/3.3 HEDI Tables or Graphics Revised.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attachment in Section 3.13 for all information regarding HEDI categories and achievement targets for all assessments in all grades and subject areas.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Kindergarten Math Assessment

1	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 3 Mathematics Assessment

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.	Please see attachment in Section 3.13 for all information regarding HEDI categories and achievement targets for all assessments in all grades and subject areas.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attachment in Section 3.13 for all information regarding HEDI categories and achievement targets for all assessments in all grades and subject areas.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attachment in Section 3.13 for all information regarding HEDI categories and achievement targets for all assessments in all grades and subject areas.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 9 Global 1 Social Studies Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Grade 10 NYS Global 2 Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	Grade 11 NYS US History Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attachment in Section 3.13 for all information regarding HEDI categories and achievement targets for all assessments in all grades and subject areas.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Grade 9/10 NYS Living Environment Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	Grade 9 NYS Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	Grade 10/11 NYS Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	Grade 11/12 NYS Physics Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attachment in Section 3.13 for all information regarding HEDI categories and achievement targets for all assessments in all grades and subject areas.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	55%-84% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure

grade/subject.	of achievement. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Grade 9 NYS Common Core Algebra 1 Regents Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grades 9/10 Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grades 9-11 Algebra 2 Assessment

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

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

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

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 our students in this school year who are taking Algebra as their first commencement level math course culminating in a Regents, we will be administering the NYS Common Core Algebra Regents exam as mandated by the State. We currently have a small cohort of students who began Integrated Algebra in the 2012-2013 school year and will be finishing the course in the 2013-2014 school year. These students will take the NYS Integrated Algebra Regents aligned to the Mathematics Core Curriculum (Revised 2005) as mandated by the State. Beginning in 2014-2015 (and beyond), all Ardsley students will be taking the NYS Common Core Algebra Regents. The use of this examination will not impact our HEDI process. We will continue to use the bands as described below. Please see attachment in Section 3.13 for all information regarding HEDI categories and achievement targets for all assessments in all grades and subject areas.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Ardsley Locally Developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Grade 11 NYS Comprehensive ELA Regents Assessment

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

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

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

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.	Please see attachment in Section 3.13 for all information regarding HEDI categories and achievement targets for all assessments in all grades and subject areas. We will be using the Grade 11 NYS Comprehensive English Regents for the 2013-2014 school year. Beginning in the 2014-2015 school year (and beyond), we will use the NYS Common Core English Regents. The use of this examination will not impact our HEDI process. We will continue to use the bands as described below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34%

	--4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

3.12) All Other Courses

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

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Art	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade Specific Art Assessment
	Music	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade Specific Music Assessment
	Physical Education	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade Specific PE Assessment
	Forensic Science	5) District/regional/BOCES–developed	Ardsley Locally Developed Grades 11 and 12 Forensic Science Assessment
	Conceptual Physics	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade 11 Conceptual Physics Assessment
	Advanced Placement Chemistry	4) Grades 3 and up: State-approved 3rd party	AP Program
	Honors Chemistry	3) Teacher specific achievement/growth score computed locally	NYS Chemistry Regents Examination (Given in Grade 10)
	Honors Biology	3) Teacher specific achievement/growth score computed locally	NYS Living Environment Regents Examination (Given in Grade 9)
	Teachers of LIbrary K-8	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade Specific Library Skills Assessment
	Elementary Science K-3	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade Specific Science Examination
	Elementary Science Gr. 4	3) Teacher specific achievement/growth score computed locally	Grade 4 NYS Science State Assessment
	Advanced Placement Psychology	4) Grades 3 and up: State-approved 3rd party	AP Program
	Family and Consumer Sciences	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade Specific FACS Assessment

English 12	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade 12 ELA Assessment
PreCalculus	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade 11/12 PreCalculus Assessment
Statistics	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade 11/12 Statistics Assessment
PreCalculus Honors	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade 11/12 PreCalculus Honors Assessment
Advanced Placement US Government and Economics	4) Grades 3 and up: State-approved 3rd party	AP Program
Health	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade Specific Health Assessment
Technology	5) District/regional/BOCES–developed	Ardsley Locally Developed Grade Specific Technology Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see attachment in Section 3.13 for all information regarding HEDI categories and achievement targets for all assessments in all grades and subject areas.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the achievement target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

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)

assets/survey-uploads/12149/545584-Rp0Ol6pk1T/3.12 All Other Teachers Local Revised.doc

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/545584-y92vNseFa4/3.13 HEDI Tables or Graphics Revised.docx

3.14) Locally Developed Controls

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

Ardsley Union Free School District has a dedicated practice of ensuring that all children make significant academic growth within a school year. Our curriculum is rigorous, our professional development plan reflects our strong emphasis on student learning outcomes, and we employ a cycle of continuous improvement to reflect on our practice. District accountability, as demonstrated by our current and previous New York State District Report Cards, is very high.

Our local controls include the review of all relevant data across State identified student groups to ensure that targets are set that will meet grade level benchmarks and Individualized Education Plan (IEP) goals, and that will result in local and State assessment success. Our method is comprehensive. The process is led and monitored by principals, the Director of Curriculum and Instruction, and the Director of Pupil Personnel Services. This systems approach results in a high level of scrutiny, transparency, and reflection, and serves to support teachers in making decisions for students that are equitable and that are based on best instructional and assessment practices. As such, it mitigates potentially problematic incentives.

Differentiation of instruction is central to the process. Our staff has been thoroughly trained in strategies to meet individual need, and that work is ongoing. The success of this initiative is reflected in our State data and is confirmed by our local assessment results. This correlation demonstrates the strength of our control processes, and is used to design and implement curriculum and to evaluate instructional effectiveness. It is continually monitored to ensure consistency. The construction of Student Learning Objectives will reflect the strong emphasis we place on setting targets that are data driven, measurable using both summative and formative tools, and that have their foundations in the past academic histories of individual children.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with multiple locally selected measures will have their scores combined into a single HEDI category and score. In order to do this, we will calculate the total number of students included across the multiple measures. Within that total, we will find the number of children representing each of the local measures and calculate their percentage of the whole. Success rates in each measure will be added in together using the determined proportions. For example:

-----A high school mathematics teacher has SLOs in PreCalculus and Calculus;
-----75 students are being assessed for achievement in PreCalculus. This is 75% of the total number of children represented by the two SLOs;
-----25 students are being assessed for achievement in Calculus. This is 25% of the total number of children represented by the two SLOS;
-----In PreCalculus, 83% of the students achieved their targets earning the teacher 17 points. 75% of those points (12.75) will be awarded for the SLO;
-----In Calculus, 79% of the students achieved their targets earning the teacher 15 points. 25% of those points (3.75) will be awarded for the SLO.;
-----The total score for the Locally Selected Measure component is 12.75 (75% PreCalculus) + 3.75 (25% Calculus) = 16.50 (rounded to 17). This places the teacher in the Effective range on a 0-20 scale.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances | Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances | Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances | Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances | If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, October 02, 2013

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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)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Please see the table and explanations uploaded below.

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

assets/survey-uploads/12179/545585-eka9yMJ855/4.5 Other Measures of Effectiveness Revised .docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Please see the uploaded table and explanations in Section 4.5-Process for Assigning Points and Determining HEDI Ranges.
Effective: Overall performance and results meet NYS Teaching Standards.	Please see the uploaded table and explanations in Section 4.5-Process for Assigning Points and Determining HEDI Ranges.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Please see the uploaded table and explanations in Section 4.5-Process for Assigning Points and Determining HEDI Ranges.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Please see the uploaded table and explanations in Section 4.5-Process for Assigning Points and Determining HEDI Ranges.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	4
4.6) Observations of Probationary Teachers | Informal/Short	2
4.6) Observations of Probationary Teachers | Enter Total	6

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	2
4.7) Observations of Tenured Teachers | 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 tenured teachers be done in person, by video, or both?

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Thursday, August 29, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

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

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Monday, September 08, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/545587-Df0w3Xx5v6/6.2 Teacher Improvement Plan Revised .docx

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:

Appeals Process:

A. A probationary teacher who receives an ineffective rating on their APPR or a tenured teacher who receives a developing or ineffective rating on their APPR shall be entitled to appeal their annual composite APPR rating, based upon a paper submission to the evaluator, who shall be trained in accordance with the requirements of statute and regulations and also possess an appropriate

administrative certification. While an appeal may not be commenced until the teacher's receipt of his/her annual composite APPR rating, nothing herein shall prevent a teacher from informally discussing the Final Summative Evaluation or the Locally Selected Measures of Student Achievement or Growth points allocation with the evaluator who completed it prior to the issuance of the composite APPR rating. The Other Measures of Effectiveness and the Locally Selected Measures of Student Achievement points allocation shall be issued to each teacher covered by Education Law Section 3012-c by June 15th of the year for which the teacher is being evaluated. Any teacher waiting for State test results for their State Growth and/or Locally Selected Measures of Student Achievement components will receive their composite rating on or before September 1 of the school year following the one they are being evaluated for.

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. The written appeal may be supplemented by documentary evidence submitted by the teacher along with the written appeal document. Further, a teacher who is placed on a Teacher Improvement Plan (TIP) shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal regarding the APPR or a TIP must be commenced within ten (10) calendar days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards. A decision on the appeal will be rendered with ten (10) days from its receipt.

D. In the case of a TIP appeal, there shall be a second ten (10) calendar day period for a TIP appeal following the end date of the TIP, concerning only the implementation of the TIP and in the event that an appeal is not timely filed by the tenth (10) calendar day following the end date of the TIP, the right to such an appeal shall be deemed waived in all regards. Should such an appeal be initiated a decision on it will be rendered with ten (10) days from its receipt.

E. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Appeals Committee, within ten (10) calendar days of receipt of the evaluator's decision upon the appeal. The evaluator shall have the right to issue in writing to the Appeals Committee the reasons for his/her decision, and may submit documentary evidence along with his/her written submission to the Appeals Committee.

1. The Appeals Committee shall be comprised of the following membership:
-The ACT President or Designee;
-1 Tenured teacher selected by the ACT President or Designee;
-2 Administrators selected by the Superintendent of Schools.

On or before May 30th of the current school year the ACT shall submit to the Superintendent of Schools a list of tenured teachers who have agreed to serve on the panel that spans across grade levels and curricular areas. Such unit members shall be trained by September 15th of the following school year; provided, however, there shall be a limit of ten (10) teachers whose names shall be submitted by the ACT to the Superintendent of Schools who shall be trained in order to serve on the panel.

2. Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall immediately be provided with such training.

3. The Appeals Committee shall conduct its proceedings confidentially and make a written determination to the Superintendent of Schools within ten (10) calendar days of receipt of the appeal. The decision of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools and the teacher who has appealed. The decision of the Appeals Committee shall stand, unless the Superintendent determines at her discretion on a case by case basis to review the decision of the Committee.

F. In the event that the Superintendent chooses to review the Appeals Committee's decision, she shall issue her decision within ten (10) calendar days of receipt of the Appeals Committee's decision. The decision of the Superintendent shall be final and binding upon all parties in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law.

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

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

Evaluator Training
The District will ensure that administrators are properly trained and certified to accurately and skillfully complete a teacher's performance review. Training will be conducted annually by District personal certified as lead evaluators. All personnel responsible for observations and evaluations (including newly hired administrators and all assistant principals) will be trained (or recertified) in the summer during our administrative retreat days in July and August in order to be fully complaint with the Commissioners Regulations at the start of the 2013-2014 school year (and beyond). The following personal are currently trained as Ardsley Lead Evaluators:
• The Superintendent of Schools;
• The Director of Curriculum and Instruction;
• The Director of Pupil Personnel Services;
• The Principal of Ardsley High School;
• The Principal of Ardsley Middle School;
• The Principal of Concord Road Elementary School;
• The Assistant Principal of Ardsley High School;
• The Assistant Principal of Ardsley Middle School;
• The Assistant Principal of Concord Road Elementary School;
• The Athletic Director.

The content of this work and the resources used in it will replicate the recommended New York State Education Department (NYSED) model certification process and will mirror network team training lead evaluators received in the Fall of 2012 at the Putnam/Northern Westchester BOCES (PNWBOCES) Network Team Training sessions. It will address the following elements:
• The NYS Teaching Standards 2011 and the ISLLC Standards;
• Evidence based observations grounded in research;
• The application and use of the student growth percentile and value added growth model;
• The application and use of the State approved teacher or principal rubrics;
• The application and use of district utilized assessment tools;
• The application and use of State approved locally selected measures of student achievement;
• The use of Statewide Instructional Reporting System;
• The scoring methodology used to evaluate teachers and principals;
• The specific considerations in evaluating teacher and principals of English Language Learners and students with disabilities.
Our Director of Technology and our Data Management Specialist will review the use of a student growth and value added (when available) model, and the Statewide Instructional Reporting System with all evaluators. We will use one of our August Superintendent Conference Days to engage in this collaboration.

The Superintendent will certify and maintain the records of all District evaluators.

Lead evaluator recertification training will occur regionally in cooperation with the network teams at PNWBOCES. They will also be providing a comprehensive training for new lead evaluators. This will take place in late August/early September. Our participation in this training will enable us to ensure consistency of process and defensibility.

In addition to the work outlined above, we will also use our summer administrative retreat to train evaluators on any updated changes in the law, regulations or applicable collective bargaining agreements. The District will also make available monies for all evaluators to participate in training outside of the recertification process. This will enable them to continually grow their ability to conduct observations that will make a significant impact on pedagogical practice, to deepen their understandings of the Common Core State Standards in order to lead the professional learning necessary to align and to enrich our current curriculum, and to continue to build their knowledge of differentiated instruction to substantially affect student growth and achievement. This training will be ongoing.

Inter-Rater Reliability
The District has established a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The focus of this work is to ensure that evaluators continue to deepen their understanding of the framework while developing the necessary skills to identify and to collect classroom data. At our monthly administrative council meetings, we will use observation documents and videos of a wide range of pedagogical practice to continue to look at how to interpret instructional moves to identify levels of performance, and to ensure validity and reliability across grade spans and content areas. We also identify problems of evaluative practice and run protocols to engage in collaborative problem solving around them. Administrators

will use our annual summer retreat to plan for school year faculty and curriculum hour meetings to turnkey this work to their teaching staff. This will allow for a common set of expectations, and language around observation and evaluation to be maintained district-wide. We will also continue to use professional learning time to deepen understandings around the use and expectations around the Danielson rubric. Decisions regarding areas of focus will be made by our district-wide Danielson planning committee, whose members include central office and building level administrators, union representatives and teachers. This will ensure that the work we do in individual schools is consistent across the district.

The Superintendent of Schools and the Director of Curriculum and Instruction read all teacher and staff evaluations. We assess clarity and consistency, use of the Danielson rubric and related common language, and professional learning goals. Administrators are given feedback at our monthly administrative council meetings and upon receipt of the observation document, if necessary.

In addition, as part of our cycle of continuous improvement, we evaluate our professional learning efforts with our administrative team. Throughout the year, work on inter-rater reliability can be extended should our data indicate that that is needed.

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, April 30, 2013
Updated Monday, September 15, 2014

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

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

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

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

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

5-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Concord Road Elementary School (K-4)	State assessment	Grade 4 NYS ELA/Mathematics Assessment
	Concord Road Elementary School (K-4)	State assessment	Grade 3 NYS ELA/Mathematics Assessment
	Concord Road Elementary School (K-4)	District, regional, or BOCES-developed	Ardsley Locally Developed Grade 2 ELA/Mathematics Assessment
	Ardsley Middle School	State assessment	Grades 5-8 NYS ELA/Mathematics Assessments (in the event that no State Growth Score is provided)
	Ardsley High School	State assessment	All Applicable Regents (in the event that no State Growth Score is provided)

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

combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	See uploaded document below.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85%-100% of Ardsley students achieve or exceed their individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55%-84% of Ardsley students achieve or exceed their individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	54%-24% of Ardsley students achieve or exceed their individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	23%-0% of Ardsley students achieve or exceed their individualized growth target determined in their Student Learning Objective. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

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

assets/survey-uploads/12156/545588-lha0DogRNw/7.3 HEDI Tables or Graphics Principals Revised_1.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

Ardsley Union Free School District has a dedicated practice of ensuring that all children make significant academic growth within a school year. Our curriculum is rigorous, our professional development plan reflects our strong emphasis on student learning outcomes, and we employ a cycle of continuous improvement to reflect on our practice. District accountability, as demonstrated by our current and previous New York State District Report Cards, is very high. Our local controls include the review of all relevant data across State identified student groups to ensure that targets are set that will meet district/school-wide achievement expectations, grade and content level benchmarks and Individualized Education Plan (IEP) goals, and that will result in local and State assessment success. Our method is comprehensive. The process is led and monitored by principals, the Director of Curriculum and Instruction, and the Director of Pupil Personnel Services. This systems approach results in a high level of scrutiny, transparency, and reflection, and serves to support administrators and teachers in making decisions for students that are equitable and that are based on best instructional and assessment practices. Principals set rigorous goals to reflect district and building specific initiatives. Progress towards them are formally and informally monitored by the Board of Education, the Superintendent of Schools, and the Director of Curriculum and Instruction. As such, it mitigates potentially problematic incentives. Differentiation of instruction is central to the process. Our staff has been thoroughly trained in strategies to meet individual need, and that work is ongoing. The success of this initiative is reflected in our State data and is confirmed by our local assessment results. This correlation demonstrates the strength of our control processes, and is used to design and implement curriculum, and to evaluate leadership and instructional effectiveness. It is continually monitored to ensure consistency. The construction of building and leadership goals reflect the strong emphasis we place on setting targets that are data driven, measurable using both summative and formative tools, that have their foundations in the past academic histories of individual children and that consider the impact of building leadership.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked

7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Monday, September 08, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	5-8	(d) measures used by district for teacher evaluation	Grade 8 NYS Common Core Algebra Regents
	9-12	(d) measures used by district for teacher evaluation	Grade 9 NYS Living Environment Regents Examinations

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.	Our middle school principal (grade span 5-8) will use achievement on the NYS Common Core Algebra Regents taken in Grade 8. Ardsley accelerates approximately 80% of its students in mathematics and these children take their algebra regents while they are in middle school. Achievement will be calculated based on the number of students scoring 65 points or higher on the examination. The Ardsley High School principal (grade span 9-12) will be using the NYS Living Environment Regents (taken in Grade 9) for his Local 20 score. Achievement will also be calculated based on the number of students scoring 65 points or higher on the examination. Please also see the table uploaded below. The 20 point scale in 8.2 will be used until value added is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the target in their locally selected measure of achievement. Points are assigned as follows: --15 points: 100%-91% --14 points: 90%-85%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	55%-84% of Ardsley students achieve or exceed the target in their locally selected measure of achievement. Points are

grade/subject.	assigned as follows: --13 points: 84%-80% --12 points: 79%-75% --11 points: 74%-70% --10 points: 69%-65% --9 points: 64%-60% --8 points: 59%-55%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the target in their locally selected measure of achievement. Points are assigned as follows: --7 points: 54%-49% --6 points: 48%-43% --5 points: 42%-37% --4 points: 36%-30% --3 points: 29%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the target in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

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

(No response)

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

assets/survey-uploads/12190/545589-qBFVOWF7fC/8.1 HEDI Tables or Graphics Principals with Value Add Revised.docx

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

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

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

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

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

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

whose performance levels on State assessments are proficient or advanced)

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	Grades 4 NYS Science State 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.	Achievement on the NYS Grade 4 Science assessment will be based on the number of students achieving Level 3 (Proficiency) or higher. Please also see table uploaded below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the target in their locally selected measure of achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the target in their locally selected measure of achievement. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the target in their locally selected measure of achievement. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the target in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

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

(No response)

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

assets/survey-uploads/12190/545589-T8MlGWUVm1/8.2 HEDI Tables or Graphics Principals No Value Add Revised_2.docx

8.3) Locally Developed Controls

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

Ardsley Union Free School District has a dedicated practice of ensuring that all children make significant academic growth within a school year. Our curriculum is rigorous, our professional development plan reflects our strong emphasis on student learning outcomes, and we employ a cycle of continuous improvement to reflect on our practice. District accountability, as demonstrated by our current and previous New York State District Report Cards, is very high.

Our local controls include the review of all relevant data across State identified student groups to ensure that targets are set that will meet district/school-wide achievement expectations, grade and content level benchmarks and Individualized Education Plan (IEP) goals, and that will result in local and State assessment success. Our method is comprehensive. The process is led and monitored by principals, the Director of Curriculum and Instruction, and the Director of Pupil Personnel Services. This systems approach results in a high level of scrutiny, transparency, and reflection, and serves to support administrators and teachers in making decisions for students that are equitable and that are based on best instructional and assessment practices. Principals set rigorous goals to reflect district and building specific initiatives. Progress towards them are formally and informally monitored by the Board of Education, the Superintendent of Schools, and the Director of Curriculum and Instruction. As such, it mitigates potentially problematic incentives.

Differentiation of instruction is central to the process. Our staff has been thoroughly trained in strategies to meet individual need, and that work is ongoing. The success of this initiative is reflected in our State data and is confirmed by our local assessment results. This correlation demonstrates the strength of our control processes, and is used to design and implement curriculum, and to evaluate leadership and instructional effectiveness. It is continually monitored to ensure consistency. The construction of building and leadership goals reflect the strong emphasis we place on setting targets that are data driven, measurable using both summative and formative tools, that have their foundations in the past academic histories of individual children and that consider the impact of building leadership.

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.

Not applicable.

8.5) Assurances

Please check all of the boxes below:

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

not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	
8.5) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Monday, September 15, 2014

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9.1) Principal Practice Rubric

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

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

Second rubric (if applicable)	(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	42
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.	18

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

downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Please see the table/document uploaded below.

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

assets/survey-uploads/12205/545590-pMADJ4gk6R/9.7 Other Measures of Effectiveness Principals Revised 2013_4_2.docx

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

Highly Effective: Overall performance and results exceed standards.	Please see the document uploaded above for 9.7 Process for Aligning Points and Determining HEDI ratings.
Effective: Overall performance and results meet standards.	Please see the document uploaded above for 9.7 Process for Aligning Points and Determining HEDI ratings.
Developing: Overall performance and results need improvement in order to meet standards.	Please see the document uploaded above for 9.7 Process for Aligning Points and Determining HEDI ratings.
Ineffective: Overall performance and results do not meet standards.	Please see the document uploaded above for 9.7 Process for Aligning Points and Determining HEDI ratings.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60-55
Effective	54-50
Developing	49-30

Ineffective	29-0

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	3
By trained independent evaluator	0
Enter Total	6

Tenured Principals

By supervisor	1
By trained administrator	2
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Monday, July 01, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	60-55
Effective	54-50
Developing	49-30
Ineffective	29-0

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Monday, September 08, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/545592-Df0w3Xx5v6/11.2 Principal Improvement Plan Forms Revised 2013_2.docx

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:

1. Appeals Process:

A. A principal who receives an ineffective rating on his/her APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to the Central Office administrative designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possesses an appropriate administrative 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 evaluation or a PIP must be commenced within fourteen calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards. In the case of a PIP appeal, there shall be a second fourteen calendar day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the fourteenth calendar day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards.

D. The Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within fourteen calendar days of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools fourteen calendar days of receipt of the Superintendent's designee's decision upon the appeal.

E. The Superintendent shall make his or her decision in writing regarding the further appeal within fourteen calendar days of receipt of that appeal. If the appeal decision has not been made within this specified time frame, the appeal will be deemed sustained. The decision of the Superintendent, so long as the decision is made within the time frame set forth in this paragraph, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

F.
1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Every effort will be made to complete the arbitrator appeal in a timely and expeditious manner consistent with the requirements of Section 3012-c of the Education Law.

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

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

Evaluator Training
The District will ensure that administrators are properly trained and certified to accurately and skillfully complete a principal's performance review. Training will be conducted annually by District personal certified as lead evaluators. All personnel responsible for observations and evaluations (including newly hired administrators and all assistant principals) will be trained (or recertified) in the summer during our administrative retreat days in July and August in order to be fully complaint with the Commissioners Regulations at the start of the 2013-2014 school year (and beyond). The following personal are currently trained as Ardsley Lead Evaluators:
• The Superintendent of Schools;
• The Director of Curriculum and Instruction;
• The Director of Pupil Personnel Services;
• The Principal of Ardsley High School;
• The Principal of Ardsley Middle School;
• The Principal of Concord Road Elementary School;
• The Assistant Principal of Ardsley High School;
• The Assistant Principal of Ardsley Middle School;

• The Assistant Principal of Concord Road Elementary School;
• The Athletic Director.

The content of this work and the resources used in it will replicate the recommended New York State Education Department (NYSED) model certification process and will mirror network team training lead evaluators received in the Fall of 2012 at the Putnam/Northern Westchester BOCES (PNWBOCES) Network Team Training sessions. It will address the following elements:
• The NYS Teaching Standards 2011 and the ISLLC Standards;
• Evidence based observations grounded in research;
• The application and use of the student growth percentile and value added growth model;
• The application and use of the State approved teacher or principal rubrics;
• The application and use of district utilized assessment tools;
• The application and use of State approved locally selected measures of student achievement;
• The use of Statewide Instructional Reporting System;
• The scoring methodology used to evaluate teachers and principals;
• The specific considerations in evaluating teacher and principals of English Language Learners and students with disabilities.
Our Director of Technology and our Data Management Specialist will review the use of a student growth and value added (when available) model, and the Statewide Instructional Reporting System with all evaluators. We will use one of our August Superintendent Conference Days to engage in this collaboration.

The Superintendent will certify and maintain the records of all District evaluators.

Lead evaluator recertification training will occur regionally in cooperation with the network teams at PNWBOCES. They will also be providing a comprehensive training for new lead evaluators. This will take place in late August/early September. Our participation in this training will enable us to ensure consistency of process and defensibility.

In addition to the work outlined above, we will also use our summer administrative retreat to train evaluators on any updated changes in the law, regulations or applicable collective bargaining agreements. The District will also make available monies for all evaluators to participate in training outside of the recertification process. This will enable them to continually grow their ability to conduct observations that will make a significant impact on pedagogical practice, to deepen their understandings of the Common Core State Standards in order to lead the professional learning necessary to align and to enrich our current curriculum, and to continue to build their knowledge of differentiated instruction to substantially affect student growth and achievement. This training will be ongoing.

Inter-Rater Reliability
The District has established a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The focus of this work is to ensure that evaluators continue to deepen their understanding of the framework while developing the necessary skills to identify and to collect classroom data. At our monthly administrative council meetings, we will use observation documents and videos of a wide range of pedagogical practice to continue to look at how to interpret instructional moves to identify levels of performance, and to ensure validity and reliability across grade spans and content areas. We also identify problems of evaluative practice and run protocols to engage in collaborative problem solving around them. Administrators will use our annual summer retreat to plan for faculty and curriculum hour meetings to turnkey this work to their teaching staff. This will allow for a common set of expectations and language around observation and evaluation to be maintained district-wide. We will also continue to use professional learning time to deepen understandings around the use and expectations around the Danielson rubric. Decisions regarding areas of focus will be made by our district-wide Danielson planning committee, whose members include central office and building level administrators, union representatives and teachers. This will ensure that the work we do in individual schools is consistent across the district.

The Superintendent of Schools and the Director of Curriculum and Instruction read all teacher and staff evaluations. We assess clarity and consistency, use of the Danielson rubric and related common language, and professional learning goals. Administrators are given feedback at our monthly administrative council meetings and upon receipt of the observation document, if necessary.

In addition, as part of our cycle of continuous improvement, we evaluate our professional learning efforts with our administrative team. Throughout the year, work on inter-rater reliability can be extended should our data indicate that that is needed.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals | Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Wednesday, October 08, 2014

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/545593-3Uqgn5g9Iu/District Certification 2014.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
French Levels 2 and 4 (including honors)	○ State Assessment ○ State-approved 3rd party assessment ● ***District, Regional or BOCES-developed*** ○ School/BOCES-wide/group/team results based on State	Ardsley Locally Developed Level 2 (Grade 9) French Assessment Ardsley Locally Developed Level 4 (Grade 11) French Assessment
Spanish Levels 2 and 4 (including honors)	○ State Assessment ○ State-approved 3rd party assessment ● ***District, Regional or BOCES-developed*** ○ School/BOCES-wide/group/team results based on State	Ardsley Locally Developed Level 2 (Grade 9) Spanish Assessment Ardsley Locally Developed Level 4 (Grade 11) Spanish Assessment
Italian Levels 2 and 4 (including honors)	○ State Assessment ○ State-approved 3rd party assessment ● ***District, Regional or BOCES-developed*** ○ School/BOCES-wide/group/team results based on State	Ardsley Locally Developed Level 2 (Grade 9) Italian Assessment Ardsley Locally Developed Level 4 (Grade 11) Italian Assessment

Latin-All Levels (excluding Advanced Placement)	○ State Assessment ○ State-approved 3rd party assessment ● ***<u>District, Regional or BOCES-developed</u>*** ○ School/BOCES-wide/group/team results based on State	Ardsley Locally Developed Grade and Level Specific Latin Assessment

Course(s) or Subject(s)	Option	Assessment
English Language Learners K-12	***State Assessment*** State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Level Specific NYSESLAT
Special Education K-12 Self-Contained Classrooms	***State Assessment*** State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Level Specific NYSAA
Literacy Support Services English Language Arts K-2	State Assessment State-approved 3rd party assessment ***District, Regional or BOCES-developed*** School/BOCES-wide/group/team results based on State	Ardsley Locally Developed Grade Specific ELA Assessment
CORE (Intensive Support Services in English Language Arts and Mathematics 3-8	***State Assessment*** State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	NYS ELA/Mathematics Grade Specific Assessment

Course(s) or Subject(s)	Option	Assessment
French Levels 1 and 3 (including honors)	State Assessment State-approved 3rd party assessment ***<u>District, Regional or BOCES-developed</u>*** School/BOCES-wide/group/team results based on State	Ardsley Locally Developed Level 1 French Grade 8 Assessment Ardsley Locally Developed Level 3 French Grade 10
Spanish Levels 1 and 3 (including honors)	State Assessment State-approved 3rd party assessment ***<u>District, Regional or BOCES-developed</u>*** School/BOCES-wide/group/team results based on State	Ardsley Locally Developed Level 1 Spanish Grade 8 Assessment Ardsley Locally Developed Level 3 Spanish Grade 10 Assessment
Italian Levels 1 and 3 (including honors)	State Assessment State-approved 3rd party assessment ***<u>District, Regional or BOCES-developed</u>*** School/BOCES-wide/group/team results based on State	Ardsley Locally Developed Level 1 Italian Grade 8 Ardsley Locally Developed Level 3 Italian Grade 10
Advanced Placement Latin, French and Spanish	State Assessment State-approved 3rd party assessment ***<u>District, Regional or BOCES-developed</u>*** School/BOCES-wide/group/team results based on State	Ardsley Locally Developed Grade 11 and Grade 12 Language Specific Examination

Course(s) or Subject(s)	Option	Assessment
CORE (Intensive Support Services in Social Studies Grades 5, 7 and 8)	State Assessment State-approved 3rd party assessment ***<u>District, Regional or BOCES-developed</u>*** School/BOCES-wide/group/team results based on State	Ardsley Locally Developed Grade Specific Social Studies Assessment
Earth Science Grade 8	***<u>State Assessment</u>*** State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	NYS Earth Science Regents Examination (Given in Grade 8)
Integrated Algebra Grade 8	***<u>State Assessment</u>*** State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	NYS Common Core Algebra Regents Examination (Given in Grade 8)
Geometry Grade 8	***<u>State Assessment</u>*** State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	NYS Geometry Regents Examination (Given in Grade 8)

Course(s) or Subject(s)	Option	Assessment
Academic Intervention Services ELA Grades 3-4	***State Assessment*** State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Grades 3-4 NYS English Language Arts Assessment
ELA/Math Teachers Grades 4-8	***State Assessment***	Course Specific Grades 4-8 ELA/Math State Assessments (for teachers with no State provided Growth Scored)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	Please see attachment in Section 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of Ardsley students achieve or exceed the individualized target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9 - 17 points) Results meet	55%-84% of Ardsley students achieve or exceed the individualized target determined in their Student

District goals for similar students.	Learning Objective. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%
Developing (3 - 8 points) Results are below District goals for similar students.	54%-24% of Ardsley students achieve or exceed the individualized target determined in their Student Learning Objective. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	23%-0% of Ardsley students achieve or exceed the individualized target determined in their Student Learning Objective. Points are assigned as follows: --2 points: 23%

	--1 point: 22% --0 points: 21%-0%

HEDI Bands
Ardsley Union Free School District
Student Learning Objectives (SLOs) as a Comparable Growth Measure of Student Achievement
All Teachers/All Content Areas

Rating Categories	Comparable Growth Measures Student Learning Objectives (SLOs)	Locally Determined HEDI Targets
Highly Effective	18-20	85%-100% of students achieve or exceed their individualized growth target determined in their SLOs.
Effective	9-17	55%-84% of students achieve or exceed their individualized growth target determined in their SLOs.
Developing	3-8	24%-54% of students achieve or exceed their individualized growth target determined in their SLOs.
Ineffective	0-2	0%-23% of students achieve or exceed their individualized growth target determined in their SLOs.

Our process for assigning HEDI band values was collaboratively determined through collective bargaining between the Superintendent of Schools, the Director of Curriculum and Instruction, the Ardsley Congress of Teachers (ACT), and the Ardsley Administrators Association (AAA). We developed rigorous ranges that address the Commissioner's regulations, that reflect the text based standards in the APPR Guidance Document, and that take into account the State established point values for the Growth or Comparable Measures component of a teacher's total composite score. In setting our targets we analyzed State and local summative data, and benchmark and interim results across content areas. We constructed ranges that represent and correlate with our high levels of student achievement and assessment success.

Ardsley teachers have received extensive training in differentiated instruction and have been using pre-assessments to set individualized targets for several years. This is ingrained in our practice and does not increase the amount of assessment that our teachers do. When constructing our APPR plan, we ensured that it reflected the best practice that currently exists and that we are very proud of in our district. Once they have conducted a pre-assessment, they look at the range of scores their students have received and assign them a growth target that corresponds with Levels 1-4. Expectations for growth are based both on their pre-assessment level and how high they placed within the band. Children with scores in the lower ranges of the bands

(start, for example as a low Level 1 and grow to a Level 2) will have different growth targets then those in the upper ranges (start, for example as a high Level 1 and grow to a Level 3). This will ensure that an effective rating is earned only by children maintaining a Level 3-4 performance on the pre-assessment, and by those who move up from Levels 1-2.

Ardsley uses a yes/no model to establish growth expectations:

Growth Table **Students Meeting Expectations**				
Performance Level from Baseline Assessment	Students scoring at Level 1 from Summative Assessment	Students scoring at Level 2 from Summative Assessment	Students scoring at Level 3 from Summative Assessment	Students scoring at Level 4 from Summative Assessment
Level 1	No	Yes	Yes	Yes
Level 2	No	No	Yes	Yes
Level 3	No	No	Yes	Yes
Level 4	No	No	Yes	Yes

The corresponding table outlines how points are distributed after the summative assessment is given, individual growth is calculated, and the number of students meeting their individualized growth targets is established. It is aligned with our HEDI bands and gives more points for those children who make larger gains:

Student Learning Objectives **Point Distribution Table**			
Ineffective 0-2 Points	Developing 3-8 Points	Effective 9-17 Points	Highly Effective 18-20 Points
0%-23%	24%-54%	55%-84%	85%-100%

These tables were design for use by all teachers in the District regardless of the assessment they give.

HEDI Bands
Ardsley Union Free School District
Student Learning Objectives as a Comparable
Locally Selected Measures of Achievement
Grades 4-8 ELA and Mathematics Teachers

Rating Categories	Locally Selected Measures Without Value Add	Locally Selected Measures With Value Add	Locally Determined HEDI Targets
Highly Effective	18-20	14-15	85%-100% of students achieve or exceed the target determined in their locally selected measure of achievement.
Effective	9-17	8-13	55%-84% of students achieve or exceed the target determined in their locally selected measure of achievement.
Developing	3-8	3-7	24%-54% of students achieve or exceed the target determined in their locally selected measure of achievement.
Ineffective	0-2	0-2	0%-23% of students achieve or exceed the target determined in their locally selected measure of achievement.

Our process for assigning HEDI band values was collaboratively determined through collective bargaining between the Superintendent of Schools, the Director of Curriculum and Instruction, the Ardsley Congress of Teachers (ACT), and the Ardsley Administrators Association (AAA). We developed rigorous ranges that address the Commissioner's regulations, that reflect the text based standards in the APPR Guidance Document, and that take into account the State established point values for the Locally Selected Measures of Growth or Achievement component of a teacher's total composite score. In setting our targets we analyzed State and local summative data, and benchmark and interim results across content areas. We constructed ranges that represent and correlate with our high levels of student achievement and assessment success.

Achievement Targets for all Assessments
Section 3 Locally Selected Measures-Teachers

All assessments in the Locally Selected Measures (Teachers) will have achievement targets. These targets will be set in the following way:

- Ardsley Locally Developed Assessments in all grades and subject areas will have an achievement target of performance Level 3 (Proficiency) or higher. To score at Level 3 on any Ardsley Locally Developed Assessment in all grades and subject areas, you must get at least 55% of assessment answers correct. Our scoring scale is as follows:
    - Level 1: 0%-23% assessment answers correct;
    - Level 2: 24%-54% assessment answers correct;
    - Level 3: 55%-84% assessment answers correct;
    - Level 4: 85%-100% assessment answers correct;
- Regents examinations in all grades and subject areas will have an achievement target of a passing score of 65 or higher,
- All State assessments in any applicable grade or subject area will have an achievement target of performance Level 3 (Proficiency) or higher;
- The NYSSA achievement target will be 70% or higher;
- Achievement on the NYSESLAT will be measured by advancement of one level or higher in the listening/speaking component (ex. Beginner to Intermediate, Intermediate to Advanced, Advanced to Proficient),
- Advanced Placement examinations in all grades and subject areas will have an achievement target of a score of 3 or higher.

Form 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Teachers of World Language	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ***5) District/regional/BOCES–developed*** ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Ardsley Locally Developed Grade and Language Specific World Language Assessment
English Language Learners K-12	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED ***3) Teacher specific achievement/growth score computed locally*** 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Level Specific NYSESLAT

Special Education K-12 Self-Contained Classrooms	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED ***<u>3) Teacher specific achievement/growth score computed locally</u>*** 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Level Specific NYSSA

Course(s) or Subject(s)	**Locally-Selected Measure from List of Approved Measures**	**Assessment**
Literacy Support Services English Language Arts K-2	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party ***<u>5) District/regional/BOCES–developed</u>*** 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Ardsley Locally Developed and Grade Level Specific ELA Assessment

CORE (Intensive Support Services in English Language Arts and Mathematics 3-8	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED ***<u>3) Teacher specific achievement/growth score computed locally</u>*** 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Grade Level Specific NYS ELA/Mathematics Assessment
CORE (Intensive Support Services in Social Studies Grades 5, 7 and 8)	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party ***<u>5) District/regional/BOCES–developed</u>*** 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Ardsley Locally Developed and Grade Level Specific Social Studies Assessment

Course(s) or Subject(s)	**Locally-Selected Measure from List of Approved Measures**	Assessment
Earth Science Grade 8	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED ***<u>3) Teacher specific achievement/growth score computed locally</u>*** 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	NYS Earth Science Regents Examination (Given in Grade 8)
Integrated Algebra Grade 8	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED ***<u>3) Teacher specific achievement/growth score computed locally</u>*** 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	NYS Common Core Algebra Regents Examination (Given in Grade 8)

Geometry Grade 8	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED ***<u>3) Teacher specific achievement/growth score computed locally</u>*** 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	NYS Geometry Regents Examination (Given in Grade 8)
Teacher of Library Grades 9-12	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED ***<u>3) Teacher specific achievement/growth score computed locally</u>*** 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Grade 11 Comprehensive NYS English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see the graphic in Section 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85%-100% of Ardsley students achieve or exceed the target determined in their locally selected measure of achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55%-84% of Ardsley students achieve or exceed the target determined in their locally selected measure of achievement. Points are assigned as follows: --17 points: 84%-83% --16 points: 82%-81% --15 points: 80%-78% --14 points: 77%-75% --13 points: 74%-71% --12 points: 70%-67% --11 points: 66%-63% --10 points: 62%-59% --9 points: 58%-55%

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-24% of Ardsley students achieve or exceed the target determined in their locally selected measure of achievement. Points are assigned as follows: --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	23%-0% of Ardsley students achieve or exceed the target determined in their locally selected measure of achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%

HEDI Bands
Ardsley Union Free School District
Student Learning Objectives as a Comparable
Locally Selected Measures of Achievement
All Other Teachers/All Other Content Areas

Rating Categories	Locally Selected Measures	Locally Determined HEDI Targets
Highly Effective	18-20	85%-100% of students in a specific class or course achieve or exceed the target determined in their locally selected measure of achievement.
Effective	9-17	55%-84% of students in a specific class or course achieve or exceed the target determined in their locally selected measure of achievement.
Developing	3-8	24%-54% of students in a specific class or course achieve or exceed the target determined in their locally selected measure of achievement.
Ineffective	0-2	0%-23% of students in a specific class or course achieve or exceed the target determined in their locally selected measure of achievement.

Our process for assigning HEDI band values was collaboratively determined through collective bargaining between the Superintendent of Schools, the Director of Curriculum and Instruction, the Ardsley Congress of Teachers (ACT), and the Ardsley Administrators Association (AAA). We developed rigorous ranges that address the

Commissioner's regulations, that reflect the text based standards in the APPR Guidance Document, and that take into account the State established point values for the Locally Selected Measures of Growth or Achievement component of a teacher's total composite score. In setting our targets we analyzed State and local summative data, and benchmark and interim results across content areas. We constructed ranges that represent and correlate with our high levels of student achievement and assessment success.

Achievement Targets for all Assessments
Section 3 Locally Selected Measures-Teachers

All assessments in the Locally Selected Measures (Teachers) will have achievement targets. These targets will be set in the following way:

- Ardsley Locally Developed Assessments in all grades and subject areas will have an achievement target of performance Level 3 (Proficiency) or higher. To score at Level 3 on any Ardsley Locally Developed Assessment in all grades and subject areas, you must get at least 55% of assessment answers correct. Our scoring scale is as follows:
    - Level 1: 0%-23% assessment answers correct. This corresponds with the Ineffective band;
    - Level 2: 24%-54% assessment answers correct. This corresponds with the Developing band;
    - Level 3: 55%-84% assessment answers correct. This corresponds with the Effective band;
    - Level 4: 85%-100% assessment answers correct. This corresponds with the Highly Effective band;

  Teachers with no vested interest calculate the percentage of correct answers for each student in a class and determine how many of them received a score of Level 3 or higher. This number is converted to a percentage of the entire class. The percentage is then located on our HEDI bands, and the corresponding points and rating are determined. For example in a class of 32 students;

Number of Students Performing at Level 1	**Number of Students Performing at Level 2**	**Number of Students Performing at Level 3**	**Number of Students Performing at Level 4**
4 students	11 students	14 students	3 students
13%	34%	44%	9%
Results: 53% (Level 3 + Level 4) of students achieved proficiency or higher. **HEDI Points**: 8 **HEDI Rating**: Developing			

- Regents examinations in all grades and subject areas will have an achievement target of a passing score of 65 or higher. The percentage of students reaching the achievement target will be used to calculate a teacher's

HEDI points and rating. If, for example, students in a high school geometry class had a passing rate of 89%, the teacher would receive 20 points and a highly effective rating;

- All State assessments in any applicable grade or subject area will have an achievement target of performance Level 3 (Proficiency) or higher. The percentage of students reaching the achievement target will be used to calculate a teacher's HEDI points and rating. The percentage of students in a class scoring Level 3 and Level 4 will be calculated and cross-referenced with our HEDI bands. If, for example, 73% of a class scored at Level 3 and Level 4 on a State assessment, the teacher would receive 12 points and an Effective rating.
- The NYSSA achievement target will be a score of 70% or higher. The percentage of students in a class reaching their achievement target will be calculated and cross-referenced with our HEDI bands. Points and ratings will be determined in the same manner as described above;
- Achievement on the NYSESLAT will be measured by advancement of one level or higher in the listening/speaking component (ex. Beginner to Intermediate, Intermediate to Advanced, Advanced to Proficient). The percentage of students in a class who meet their achievement target will be calculated and cross-referenced with the corresponding points and ratings on our HEDI bands;
- Advanced Placement examinations in all grades and subject areas will have an achievement target of a score of 3 or higher. The percentage of students reaching the achievement target will be used to calculate a teacher's HEDI points and ratings in the same manner as described above.

4.5) Process for Assigning Points and Determining HEDI Ranges

Overview
The Ardsley Union Free School District in accordance with the Commissioner's regulations for school year 2013-2014 (and beyond) have put processes in place to ensure that each of our teachers are evaluated annually against the NYS Teaching Standards 2011. This reflects requirements outlined in the Other Measures of Effective Teaching component of the State's APPR regulations, and accounts for 60% of a teacher's total composite score.

Teacher Practice Rubric
The District has selected **Danielson's Framework for Teaching (2011 Revised Edition)** to assess pedagogy. Multiple observations of teacher practice will occur in order to ensure that instruction is rigorous, and standards based. In Ardsley, we view this work as part of a cycle of continuous improvement. It is an opportunity for administrators and pedagogues to engage in professional, collaborative and meaningful conversations in order to deepen content knowledge and to build skills. Data analysis is central to the process and involves the examination of both summative and formative results.

Multiple Measures
Multiple observations to monitor instructional alignment with the NYS Teaching Standards 2011 will be conducted by trained evaluators. The Superintendent of Schools, the Director of Curriculum and Instruction, the Director of Pupil Personnel Services, the Athletic Director, and all building principals and assistant principals have been trained and certified as lead evaluators by Putnam Northern Westchester BOCES. They are recertified by Putnam Northern Westchester BOCES annually. In addition, the Superintendent of Schools has certified them to conduct APPR observations and evaluations. In order to meet the varied needs of new and veteran teachers we take a differentiated approach to observation and evaluation:

- Probationary teachers will be observed according to the following schedule:

Observation/Evaluation of Probationary Teachers General and Special Education			
Year	**Total Number of Observations**	**Observations Conducted By**	**Evaluations**
1	**6 in total:** 4 Formal 2 Unannounced	1 formal by the Director of Curriculum and Instruction or the Director of Pupil Personnel Services 3 formal by building administrators 2 unannounced by building administrators, the Director of Curriculum and Instruction, and/or the Superintendent of Schools	1 End of year evaluation by building administration

2	**6 in total:** 4 Formal 2 Unannounced	1 formal by the Director of Curriculum and Instruction or the Director of Pupil Personnel Services 3 formal by building administrators 2 unannounced by building administrators, the Director of Curriculum and Instruction, and/or the Superintendent of Schools	1 End of year evaluation by building administration
3	**5 in total:** 3 Formal 2 Unannounced	1 formal by the Superintendent of Schools 2 formal by building administrators 2 unannounced by building administrators, the Director of Curriculum and Instruction, and/or the Superintendent of Schools	1 End of year evaluation by building administration

- Tenured teachers will be observed according to the following schedule:
    - 1 formal observation by a trained evaluator. This can be conducted by building administration, the Athletic Director, the Director of Curriculum and Instruction, the Director of Pupil Personnel Services or the Superintendent of Schools;
    - 2 unannounced observations by building administration, the Athletic Director, the Director of Curriculum and Instruction, the Director of Pupil Personnel Services or the Superintendent of Schools;
    - 1 end of year evaluation by building administration.

Point Assignments and Weighting Methodologies

We have assigned 60 points to our observation/evaluation cycle. We are using the NYSUT rubric, and have customized its weighting methodology to distribute these points across the Danielson Framework for Teaching (2011 Revised Edition) and to reflect District priorities. The value of the four rubric domains is as follows:

Danielson's Framework for Teaching (2011 Revised Edition) Domain Weightings	
Domain	**Weighting**
1: Planning and Preparation	20%
2: Classroom Environment	27%
3: Instruction	33%
4: Professional Responsibilities	20%

Each domain is comprised of a range of components that serve as performance indicators. In order to ensure that the breadth of each domain is observed and measured, we have assigned a weighted value to individual components. This has been customized to reflect District priorities. The proportions represented below total 100% of a domain's value:

Danielson's Framework for Teaching (2011 Revised Edition) NYSUT Rubric Component Weightings		
Domain	**Components**	**Weighting**
1: Planning and Preparation (20%)	a. Knowledge of Content and Pedagogy	25%
	b. Knowledge of Students	17%
	c. Setting Instructional Outcomes	17%
	d. Knowledge of Resources	7%
	e. Designing Coherent Instruction	17%
	f. Designing Student Assessments	17%
2: Classroom Environment (27%)	a. Respect and Rapport	25%
	b. Culture for Learning	25%
	c. Managing Classroom Procedures	19%
	d. Managing Student Behavior	19%
	e. Organizing Physical Space	12%
3: Instruction (33%)	a. Communicating with Students	20%
	b. Questioning, Prompts and Discussions	20%
	c. Engaging Students in Learning	20%
	d. Using Assessment in Instruction	20%
	e. Using Flexibility and Responsiveness	20%
4: Professional Responsibilities (20%)	a. Reflection on Teaching	25%
	b. Maintaining Accurate Records	17%
	c. Communicating with Families	7%
	d. Participating in a Professional Community	17%
	e. Growing and Developing Professionally	17%
	f. Showing Professionalism	17%

At the end of the evaluation cycle, a trained evaluator will rate each rubric component and assign a value of 1 to 4. If a component is observed more than once over multiple observations, the scores for it will be averaged together equally. The table below outlines the relationship between the component value and the corresponding HEDI bands:

Danielson's Framework for Teaching (2011 Revised Edition) Component Values and HEDI Equivalents		
HEDI Band	**Component Value**	**Corresponding Danielson Rating**
Highly Effective	4	Distinguished
Effective	3	Proficient
Developing	2	Basic

Ineffective	1	Unsatisfactory

Using the weightings described in this document, the evaluator will calculate the total rubric score and convert it into a final point value for the Other Measures of Effective Teaching section of a pedagogue's composite score. The conversion scale models the NYSUT proposed Danielson Flow Chart but has been modified to represent District priorities. It is as follows:

Danielson's Framework for Teaching (2011 Revised Edition) Total Rubric Score Conversion Scale						
Total Rubric Score	**Conversion Score**		**Total Rubric Score**	**Conversion Score**		**Total Rubric Score**	**Conversion Score**
1	0		2.1	54.2		3.2	58.4
1.1	12		2.2	54.9		3.3	58.6
1.2	25		2.3	55.6		3.4	58.8
1.3	37		2.4	56.3		3.5	59
1.4	49		2.5	57		3.6	59.3
1.5	50		2.6	57.2		3.7	59.5
1.6	50.7		2.7	57.4		3.8	59.8
1.7	51.4		2.8	57.6		3.9	59.9
1.8	52.1		2.9	57.8		4.0	60
1.9	52.8		3.0	58			
2.0	53.5		3.1	58.2			

Once a total rubric score has been determined, a teacher will receive a rating for the Other Measures of Teacher Effectiveness. Our locally negotiated HEDI bands are:

Other Measures of Teacher Effectiveness 60% HEDI Bands	
Rating Category	**Teacher Effectiveness Score**
Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

This, in conjunction with the totals of the Growth or Comparable Measures and the Locally Selected Measures components will reflect a teacher's overall composite score. The Other Measures of Effectiveness and the Locally Selected Measures of Student Achievement point allocations shall be issued to each teacher covered by Education Law Section 3012-c by June 15th of the year for which the teacher is being evaluated. Any teacher waiting for State test results for their State Growth and/or Locally Selected Measures of Student Achievement components will receive their composite rating on or before September 1 of the school year following the one they are being evaluated for.

Rounding Rules

Scores may be rounded provided they keep a teacher within a HEDI band, and do not allow them to move to a higher or lower one. Scores are rounded according to standard mathematical practice, with a decimal of .5 or higher resulting in a move to the next highest whole number and with a decimal of .4 or lower resulting in a move to the next lowest whole number. In order to avoid movement between bands, decimals of scores that would result in such movement will be ignored and the whole number associated with the decimal will be used to assign points.

Additional Supports

As an additional resource to ensure that administrators have observed and collected evidence reflecting each of the NYS Teaching Standards 2011, the District has constructed a crosswalk document that aligns the seven teaching standards with their related Danielson components. The intent of the crosswalk is to clearly and coherently demonstrate the connection between pedagogy, student growth and achievement, and State expectations. The document, "Standards and Danielson Ardsley Crosswalk," will be submitted with our APPR Plan.

Annual Personnel Performance Review
Ardsley Union Free School District
TEACHER IMPROVEMENT PLAN (TIP)

The Ardsley Union Free School District in accordance with the Commissioner's regulations for school year 2013-2014 (and beyond) has put processes in place to ensure that each of our teachers are evaluated annually against the NYS Teaching Standards 2011. Pedagogues who receive an overall rating of Developing or Ineffective will require a written Teacher Improvement Plan (TIP). Appendix A (below) provides the necessary components and structures for the construction of a TIP. Appendix B (below) is a resource for TIP development that outlines the standards-based performance indicators for effective instruction.

A TIP that will begin in September will commence within 10 days of the start of school. But, a TIP can be written at any point in a school year before an annual overall rating is calculated if, after observation by a District certified evaluator and a data review, it is determined that a teacher is in need of immediate support in meeting expectations based on NYS Teaching Standards as assessed using the Danielson Framework for Teaching (Revised 2011).

TIPs will be structured with specificity and clarity, establishing rigorous and measurable goals for pedagogical growth. Any teacher placed on a TIP has a right to have union representation throughout the development process. Once goals have been set and steps to achieving them have been identified, administration has 5 days to put the plan in writing. All TIPs must be signed by the receiving teacher and by the administrator designated to monitor compliance and to evaluate goal attainment.

Annual Personnel Performance Review
Ardsley Union Free School District
TEACHER IMPROVEMENT PLAN (TIP)
Appendix A

TEACHER: _____ School: _____

Evaluator: _____ School Year: _____

Rating: _____ Length of **TIP**: _____

____Year of 3 Year Probationary Period

OR

____ Years of Service in Ardsley

NYS Teaching Standard in need of improvement (check all that apply):

- ☐ I. Knowledge of Students and Student Learning
- ☐ II. Knowledge of Content and Instructional Planning
- ☐ III. Instructional Practice
- ☐ IV. Learning Environment
- ☐ V. Assessment for Student Learning
- ☐ VI. Professional Responsibilities and Collaboration
- ☐ VII. Professional Growth

Please thoroughly complete the following for **each** NYS Teaching Standard identified as in need of improvement:

- What standard/area is in need of improvement? Which specific performance indicators of effective instruction are to be targeted (see Appendix B below) in this **TIP**?

- What is the improvement timeline for this **TIP**? Describe all actions taken by the teacher and the administrator to monitor change, and the dates to review progress:

- How will improvement be assessed? Describe the necessary data/evidence to be collected to document teacher growth. Indicate which artifacts will be used as benchmarks and which will be used to assess the final stage of the **TIP**:

- Provide the details of all necessary professional learning activities. Describe any differentiated activities the teacher will engage in to support improvement:

- Describe any additional support and assistance needed to support this **TIP**:

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

APPENDIX B

PERFORMANCE INDICATORS OF EFFECTIVE INSTRUCTION

I. Knowledge of Students and Student Learning

1. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
2. Teachers create developmentally appropriate lessons that address student learning differences and needs.
3. Teachers implement lessons and modify instruction based upon student developmental needs.
4. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
5. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
6. Teachers explain their instructional decisions citing current research.
7. Teachers vary and modify instruction to meet the diverse learning needs of each student.
8. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.
9. Teachers communicate directly with each student's parents, guardians, and/or caregivers.
10. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.
11. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
12. Teachers incorporate an understanding of their students' strengths and limitations and the environmental factors that influence their students' learning.
13. Teachers attend to individual students' personal and family experiences by incorporating multiple perspectives when discussing content.
14. Teachers use technological tools and a variety of communication strategies to engage each student.
15. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

II. Knowledge of Content and Instructional Planning

1. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
2. Teachers engage students to use key disciplinary language with comprehension through instruction.
3. Teachers demonstrate the effective use of current developments in pedagogy and content.
4. Teachers design learning experiences that foster student understanding of key disciplinary themes.

5. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.
6. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
7. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
8. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
9. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
10. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.
11. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
12. Teachers adapt instruction in response to various levels of student understanding.
13. Teachers make meaningful connections between content and students' life experiences.
14. Teachers create opportunities for students to engage in self-directed learning.
15. Teachers design learning experiences that are aligned with learning standards.
16. Teachers articulate clear learning objectives that align with learning standards.
17. Teachers include opportunities for students to achieve learning goals in a variety of ways.
18. Teachers determine current levels of student understanding and knowledge of content through questioning techniques, discussion, and other methods.
19. Teachers address common misconceptions in the content area through instructional methods.
20. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.
21. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
22. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
23. Teachers organize and effectively use time to achieve learning goals.
24. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
25. Teachers access appropriate resources to meet specific learning differences or needs.

III. Instructional Practice

1. Teachers align instruction to standards.
2. Teachers implement instruction proven to be effective in prior research.
3. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.
4. Students understand directions and procedures.

5. Teachers use a variety of questioning techniques to advance student learning and reflection.
6. Students' comments and questions are acknowledged and utilized to advance learning.
7. Students understand lesson content through teachers' use of oral, written and graphic methods.
8. Teachers adjust communication in response to student needs.
9. Teachers articulate high expectations for all students.
10. Students have a clear understanding of measures of success.
11. Teachers challenge and support all students by incorporating various instructional strategies, experiences and resources.
12. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
13. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
14. Teachers incorporate into instruction motivating and meaningful opportunities to engage students in learning experiences.
15. Students synthesize and express ideas both in written and oral formats.
16. Students work effectively with others, including those from diverse groups and with opposing points of view.
17. Students make decisions, solve problems, and take actions as appropriate.
18. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
19. Students utilize technologies and resources to solve real world problems.
20. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
21. Teachers seek and provide feedback during and after instruction.
22. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on student progress.

IV. Learning Environment

1. Teachers are caring and respectful in their interactions with students.
2. Teachers embrace student diversity as an asset in the classroom.
3. Teachers recognize and reinforce positive interactions among students.
4. Teachers create a climate of acceptance and respect.
5. Teachers create an environment where students show responsibility to and for one another.
6. Teachers encourage students to set high standards and expectations for their own performance.
7. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
8. Teachers promote students' curiosity and enthusiasm for learning.
9. Students are actively engaged in learning.
10. Students openly express their ideas.
11. Students show pride in their work and accomplishments.

12. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
13. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
14. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
15. Students exhibit respectful classroom interactions.
16. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs.
17. Teachers ensure that all students have equitable access to available resources and technologies.
18. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
19. Teachers know and implement policies and procedures to ensure student safety.

***V. Assessment for Student* Learning**

1. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
2. Teachers use formative assessment to inform teaching and learning.
3. Teachers use summative assessment to measure and record student achievement.
4. Teachers design assessments that are aligned with curricular and instructional goals.
5. Teachers design and adapt assessments that accurately determine mastery of student skills and knowledge.
6. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
7. Teachers implement required assessment accommodations and modifications.
8. Teachers analyze data accurately.
9. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
10. Teachers use assessment data to set goals and design and differentiate instruction.
11. Teachers engage students in self-assessment of their learning goals, strategies and outcomes.
12. Teachers provide access to information on student assessments.
13. Teachers provide appropriate information and interpretation of various assessment data.
14. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
15. Teachers develop a plan for their overall assessment system.
16. Teachers use their plans and assessment data to adjust teaching and assessment practices.
17. Teachers communicate the purposes of the assessments they use.

18. Teachers prepare all students for the demands of particular assessment formats, and appropriately modify assessments or testing conditions for students with exceptional learning needs.
19. Teachers articulate assessment criteria to students and provide parameters for success.
20. Teachers equip students with assessment skills and strategies.
21. Students practice various formats of assessments using authentic curriculum.

VI. Professional Responsibilities and Collaboration

1. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
2. Teachers are proactive, and advocate to meet the needs of students.
3. Teachers use self-reflection and stakeholder feedback to inform and adjust professional behavior.
4. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
5. Teachers complete training in response to State and local requirements and jurisdictions.
6. Teachers support and promote the shared school and district vision and mission to support school improvement.
7. Teachers participate actively as part of an instructional team.
8. Teachers share information and best practices with colleagues to improve practice.
9. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
10. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
11. Teachers collaborate with the larger community to access and share learning resources.
12. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
13. Teachers communicate student performance and progress in various ways and provide opportunities for discussion.
14. Teachers suggest strategies and ways in which families can participate in and contribute to their student's education.
15. Teachers collect required data and maintain timely and accurate records (e.g. plan books, lunch counts, attendance records, student records, etc.)
16. Teachers manage time and attendance in accordance with established guidelines.
17. Teachers maintain classroom and school resources and materials.
18. Teachers participate in school and district events.
19. Teachers communicate relevant regulations and policies to stakeholders.
20. Teachers maintain confidentiality regarding student records and information.

21. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
22. Teachers adhere to board policies, district procedures, and contractual obligations.
23. Teachers access resources to gain information about standards of practice, relevant law, and policy as they relate to students' rights and teachers' responsibilities.

VII: Professional Growth

1. Teachers examine and analyze formal and informal evidence of student learning.
2. Teachers recognize the effect of their prior experiences and possible biases on their practice.
3. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.
4. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
5. Teachers engage in opportunities for professional growth and development.
6. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
7. Teachers participate actively as part of an instructional team to improve professional practice.
8. Teachers receive, reflect and act on constructive feedback from others in an effort to improve their own professional practice.
9. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
10. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
11. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

HEDI Bands
Ardsley Union Free School District
Student Learning Objectives (SLOs) as a Comparable Growth Measure of Student Achievement
Principals

Rating Categories	Comparable Growth Measures Student Learning Objectives (SLOs)	Locally Determined HEDI Targets
Highly Effective	18-20	85%-100% of students achieve or exceed their individualized growth target determined in their SLOs.
Effective	9-17	55%-84% of students achieve or exceed their individualized growth target determined in their SLOs.
Developing	3-8	24%-54% of students achieve or exceed their individualized growth target determined in their SLOs.
Ineffective	0-2	0%-23% of students achieve or exceed their individualized growth target determined in their SLOs.

Our process for assigning HEDI band values was collaboratively determined through collective bargaining between the Superintendent of Schools, the Director of Curriculum and Instruction, the Ardsley Congress of Teachers (ACT), and the Ardsley Administrators Association (AAA). We developed rigorous ranges that address the Commissioner's regulations, that reflect the text based standards in the APPR Guidance Document, and that take into account the State established point values for the Growth or Comparable Measures component of a principal's total composite score. Our locally determined targets remain the same across scoring bands for both principals that will be constructing SLOs and those that will receive a growth (or value-added when available) score from the State. In setting our targets we analyzed State and local summative data, and benchmark and interim results across content areas. We constructed ranges that represent and correlate with our high levels of student achievement and assessment success.

At the elementary school, the principal receives a growth score from the State for our fourth grade students, but must have a SLO in two other grades in order to have 30%

or more of the school's students covered by State-provided growth measures. The State provided score, and the HEDI results of the additional Student Learning Objectives will be averaged. The measures will be weighted proportionally based on the number of students each represents. The total generated from this process will represent the principal's score in the Growth in State Assessments component.

For all principals, if the State provides growth scores for the 4-8 state assessments in ELA and Math Assessments and/or the ELA and Algebra Regents exams, and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. The State-provided scores will then be weighted proportionately with the SLO score(s) to result in a final HEDI score for the principal.

For SLOs, based on historical data, the principal in collaboration with the superintendent will set individual growth targets for each student. A principal will receive a HEDI score based upon the percent of students reaching their targets.

HEDI Bands
Ardsley Union Free School District
Locally Selected Measures of Achievement
Principals

Rating Categories	Without Value Added Measures	Value Added Measures	Locally Determined HEDI Targets
Highly Effective	18-20	14-15	85%-100% of students achieve or exceed the target determined in the locally selected measure of achievement.
Effective	9-17	8-13	55%-84% of students achieve or exceed the target determined in the locally selected measure of achievement.
Developing	3-8	3-7	24%-54% of students achieve or exceed the target determined in the locally selected measure of achievement.
Ineffective	0-2	0-2	0%-23% of students achieve or exceed the target determined in the locally selected measure of achievement.

Our process for assigning HEDI band values was collaboratively determined through collective bargaining between the Superintendent of Schools, the Director of Curriculum and Instruction, the Ardsley Congress of Teachers (ACT), and the Ardsley Administrators Association (AAA). We developed rigorous ranges that address the Commissioner's regulations, that reflect the text based standards in the APPR Guidance Document, and that take into account the State established point values for the Locally Selected Measures of Growth or Achievement component of a principal's total composite score. In setting our targets we analyzed State and local summative data, and benchmark and interim results across content areas. We constructed

ranges that represent and correlate with our high levels of student achievement and assessment success.

Achievement Targets for all Assessments
Section 8 Locally Selected Measures-Principals
With Value Add

All assessments in the Locally Selected Measures (Principals) will have achievement targets. These targets will be set in the following way:

- The NYS Regents examinations used by the middle school and the high school principal as their Local Measure will have an achievement target of a passing score of 65 or higher. The percentage of students reaching the achievement target will be used to calculate a principal's HEDI points and rating. If, for example, the passing rate for Ardsley High School students (in a given year) taking the NYS Living Environment Regents Examinations is 84%, the principal would receive 13 points and an Effective rating as indicated on our HEDI bands.
- The New York State assessments used by the elementary school principal in any applicable grade or subject area will have an achievement target of performance Level 3 (Proficiency) or higher. The percentage of all students taking the assessment in a given year who reach the achievement target will be used to calculate a principal's HEDI points and rating. The percentage of students in a grade scoring Level 3 and Level 4 will be combined, calculated and cross-referenced with our HEDI bands. If, for example, 73% of the fourth grade scored at Level 3 and Level 4 on the Grade 4 NYS State Science Assessment, the principal would receive 11 points and an Effective rating.

HEDI Bands
Ardsley Union Free School District
Student Learning Objectives as a Comparable
Locally Selected Measures of Growth or Achievement
Without Value Add
Principals

Rating Categories	Locally Selected Measures	Locally Determined HEDI Targets
Highly Effective	18-20	85%-100% of students achieve or exceed the target determined in the locally selected measure of achievement.
Effective	9-17	55%-84% of students achieve or exceed the target determined in the locally selected measure of achievement.
Developing	3-8	24%-54% of students achieve or exceed the target determined in the locally selected measure of achievement.
Ineffective	0-2	0%-23% of students achieve or exceed the target determined in the locally selected measure of achievement.

Our process for assigning HEDI band values was collaboratively determined through collective bargaining between the Superintendent of Schools, the Director of Curriculum and Instruction, the Ardsley Congress of Teachers (ACT), and the Ardsley Administrators Association (AAA). We developed rigorous ranges that address the Commissioner's regulations, that reflect the text based standards in the APPR Guidance Document, and that take into account the State established point values for the Locally Selected Measures of Growth or Achievement component of a principal's total composite score. In setting our targets we analyzed State and local summative data, and benchmark and interim results across content areas. We constructed ranges that represent and correlate with our high levels of student achievement and assessment success.

Achievement Targets for all Assessments
Section 8 Locally Selected Measures-Principals
Without Value Add

All assessments in the Locally Selected Measures (Principals) will have achievement targets. These targets will be set in the following way:

- The NYS Regents examinations used by the middle school and the high school principal as their Local Measure will have an achievement target of a passing score of 65 or higher. The percentage of students reaching the achievement target will be used to calculate a principal's HEDI points and rating. If, for example, the passing rate for Ardsley High School students (in a given year) taking the NYS Living Environment Regents Examinations is 84%, the principal would receive 17 points and an Effective rating as indicated on our HEDI bands.
- The New York State assessments used by the elementary school principal in any applicable grade or subject area will have an achievement target of performance Level 3 (Proficiency) or higher. The percentage of all students taking the assessment in a given year who reach the achievement target will be used to calculate a principal's HEDI points and rating. The percentage of students in a grade scoring Level 3 and Level 4 will be combined, calculated and cross-referenced with our HEDI bands. If, for example, 73% of the fourth grade scored at Level 3 and Level 4 on the Grade 4 NYS State Science Assessment, the principal would receive 13 points and an Effective rating.

9.7) Process for Assigning Points and Determining HEDI Ranges

Overview
The Ardsley Union Free School District in accordance with the Commissioner's regulations for school year 2013-2014 (and beyond) have put processes in place to ensure that each of our principals are evaluated annually against the Interstate School Leaders Licensure Consortium (ISLLC) Standards. This reflects requirements outlined in the Other Measures of Effectiveness (Principals) component of the State's APPR regulations, and accounts for 60% of a principal's total composite score.

Principal Practice Rubric
The District has selected **Marshall's Principal Evaluation Rubric** to assess leadership. Multiple observations of principal practice will occur in order to ensure that the work of building leaders encompasses the broad range of standards detailed within the rubric and the ISLLC document. In Ardsley, we view this level of scrutiny as part of a cycle of continuous improvement. It is an opportunity for the Superintendent of Schools, the Director of Curriculum and Instruction, and principals to engage in professional, collaborative and meaningful conversations in order to deepen content knowledge and to build skills. Data analysis is central to the process and involves the examination of both summative and formative results.

Multiple Measures
Multiple observations to monitor leadership alignment with the ISLLC Standards will be conducted by the Superintendent of Schools and the Director of Curriculum and Instruction, who have been trained and certified as lead evaluators by Putnam Northern Westchester BOCES. The Superintendent will write the final evaluations for principals, and assign HEDI points and corresponding ratings.

Principals will also be required to collaboratively set substantive, ambitious, and measurable goals with District leadership. They must gather summative and formative data, and a range of artifacts to provide evidence for rubric ratings, goal achievement and standards attainment. The Superintendent of Schools will assess the quality of evidence, and assign HEDI points and corresponding ratings.

The **minimum** number of school visits for principals are:

School Visits Principals			
Principal	**Superintendent of Schools**	**Director of Curriculum**	**Total**
Probationary	3 includes: 1 formal observation 2 unannounced	3 unannounced	**6**
Tenured	1 formal	1 unannounced	**3**

	observation 1 unannounced		

Point Distributions

We have assigned 42 points to practice assessed by **Marshall's Principal Evaluation Rubric** (see chart below). Points are distributed as follows:

- *Observation/Evaluation (24 points)*-This is assessed by multiple school visits and formal observation/evaluations conducted by the Superintendent in a given school year. During these visits, and based on the totality of the content being observed and the formative evidence-based feedback conversations with the principal that follow across the school year, the Superintendent gathers data on each Marshall domain and its related ISLLC standard. Marshall domains all have a corresponding point value. During the final evaluation process, the Superintendent looks through her compiled data and determines if there is evidence/data to support the awarding of points for a Marshall domain (see the chart below which establishes a crosswalk between the Marshall domains and the standards, and their point values). For each ISLLC standard, the Marshall domain points are computed and a total is calculated. Total point values correspond with the following ratings:
    - 4 points-the total data collected throughout the annual observation/evaluation process demonstrates **highly effective** practice in the standard as evidence by the associated Marshall domains;
    - 3 points-the total data collected throughout the annual observation/evaluation process demonstrates **effective** practice in the standard as evidence by the associated Marshall domains;
    - 2-1 points-the total data collected throughout the annual observation/evaluation process demonstrates **developing** (improvement necessary-Marshall) practice in the standard as evidence by the associated Marshall domains;
    - 0 points-the total data collected throughout the annual observation/evaluation process demonstrates **ineffective** (does not meet standards-Marshall) practice in the standard as evidence by the associated Marshall domains;

  As evidenced in the point values above, a principal can receive a score of 4-0 in any ISLLC standard and, for *observation/evaluation component* can receive a composite score from 24-0. The point distribution table (below) details how each of the points are earned.

  Rounding Rules-points may be rounded provided they keep a principal within a HEDI band (as described above), and do not allow them to acquire or lose points that would result in a move to a higher or lower one. Scores are rounded according to standard mathematical practice, with a decimal of .5 or higher resulting in a move to the next highest whole number and with

a decimal of .4 or lower resulting in a move to the next lowest whole number. In order to avoid movement between bands, decimals of scores that would result in such movement will be ignored and the whole number associated with the decimal will be used to assign points.

Principal's Portfolio (18 points)- Each principal will compile data and gather evidence to support attainment of each of the ISLLC standards and their related Marshall domains throughout the school year. Principals choose artifacts that reflect their practice in the Marshall domains that support each ISLLC standard. Probationary principals present their evidence for feedback at the middle of the year and for point allocation at the end of the year. Tenured principals present their evidence at the end of the year. Point allocation is based on the totality of the evidence collected throughout the year. The Superintendent will rate the data as follows:

- 3 Points-Evidence **thoroughly** supports attainment of standard as evidence by the associated Marshall domains and represents **highly effective** practice. Evidence presented reflects 85%-100% of a standard's Marshall domain's components;
- 2 Points-Evidence **adequately** supports attainment of standard as evidence by the associated Marshall domains and represents **effective** practice. Evidence presented reflects 55%-84% of a standard's Marshall domain's components;
- 1 Point-Evidence **minimally** supports attainment of standard as evidence by the associated Marshall domains and represents **developing** practice. Evidence presented reflects 24%-54% of a standard's Marshall domain's components;
- 0 Points-**Does not** support attainment of standard/n**o** evidence presented for the standard as evidence by the associated Marshall domain's components and represents **ineffective** practice. Evidence presented reflects 23%-0% of the standard's Marshall domains.

There will be no issues with rounding to maintain percentages. The above rating scale details the amount of evidence needed that corresponds with the stated percentages for each rating. Portfolio scores with a decimal will not be given.

As evidenced in the point values above, a principal can receive a score of 3-0 in any ISLLC standard and, for the *principal's portfolio component* can receive a composite score from 18-0.

Other Measures of Effectiveness-Principals Point Distributions			
ISLLC Standard	**Marshall Domain With Observation/**	**Observation/ Evaluation**	**Principal Portfolio Points**

	Evaluation Component Point Values	**Points**	
1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	*A. Diagnosis and Planning:* --a. team (.66); --b. diagnosis (.67); --c. gap (.66); --d. mission (.66). *C. Curriculum and Data:* --e. interims; (.67) --f. analysis (.68)	4-0 *4 points*-6 Marshall components observed *3 points*-5-4 Marshall components observed *2 points*–3 Marshall components observed *1 point*-2 Marshall components observed *0 points*-1-0 Marshall components observed	3-0 *3 points*-Evidence for 6 Marshall components presented *2 points*- Evidence for 5-4 Marshall components presented *1 point*-Evidence for 3-2 Marshall components presented. *0 points*-Evidence for 1-0 Marshall components presented
2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	*C. Curriculum and Data:* --a. expectations (.15); --b. baselines (.15); --c. targets (.15); --d. materials (.15); --e. interims (.15); --f. analysis (.15); --g, causes (.15); --h. follow-up (.15); --i. monitoring (.15). *D. Supervision, Evaluation and Professional*	4-0 *4 points*-24-21 Marshall components observed *3 points*-20-14 Marshall components observed *2 points*–13-10 Marshall components observed	3-0 *3 points*-Evidence for 24-21 Marshall components presented *2 points*- Evidence for 20-14 Marshall components presented *1 point*- Evidence for 13-6 Marshall components presented

	Development (all components are worth .20) *E. Discipline and Family Involvement:* --g. curriculum (.125); --h conferences (.125); --i. communication (.15); --j. safety net (.125). *F. Management and External Relations* --b. scheduling (.125).	*1 point*-9-6 Marshall components observed *0 points*-5-0 Marshall components observed	*0 points*-Evidence for 5-0 Marshall components presented
3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	*B. Priority Management and Communication:* --e. expectations (.15); --f. delegation (.15); --g. meetings (.35); --h. prevention (.35). *E. Discipline and Family Involvement:* --a. expectations (.40); --b. effectiveness (.40); --c. celebration (.35); --d. training (.35); --e. support (.40). *F. Management and External Relations:* --a. strategies (.40); --c. movement (.15); --d. custodians (.15); --e. transparency	4-0 *4 points*-13-12 Marshall components observed *3 points*-11-8 Marshall components observed *2 points*–7-5 Marshall components observed *1 point*-4-3 Marshall components observed *0 points*-2-0 Marshall components observed	3-0 *3 points*-Evidence for 13-12 Marshall components presented *2 points*- Evidence for 11-8 Marshall components presented *1 point*- Evidence for 7-3 Marshall components presented *0 points*-Evidence for 2-0 Marshall components presented

	(.40).		
4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources.	*A. Diagnosis and Planning:* --e. revision (.50); --h. support (.50). *B. Priority Management and Communication:* --b. communication (.50), --c. outreach (.50); --d. follow-up (.50). *F. Management and External Relations:* --e. transparency (.50); --i. relationships (.50); --j. resources (.50).	4-0 *4 points*-8-7 Marshall components observed *3 points*-6-5 Marshall components observed *2 points*–4-3 Marshall components observed *1 point*-2 Marshall components observed *0 points*-1-0 Marshall components observed	3-0 *3 points*-Evidence for 8-7 Marshall components presented *2 points*- Evidence for 6-5 Marshall components presented *1 point*- Evidence for 4-2 Marshall components presented *0 points*-Evidence for 1-0 Marshall components presented
5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.	*B. Priority Management and Communication:* --f. delegation (.45); --g. meetings (.45). *C. Curriculum and Data:* --j. celebration (.15). *D. Supervision, Evaluation and Professional Development* --h. criticism (.50); --i. housecleaning (.50); --j. hiring (.50).	4-0 *4 points*-11-10 Marshall components observed *3 points*-9-6 Marshall components observed *2 points*–5-4 Marshall components observed *1 point*-3-2	3-0 *3 points*-Evidence for 11-10 Marshall components presented *2 points*- Evidence for 9-6 Marshall components presented *1 point*- Evidence for 5-2 Marshall components presented *0 points*-Evidence

	E. Discipline and Family Involvement: --c. celebration (.15); --e. support (.15); --f. openness (.15); *F. Management and External Relations:* --e. transparency (.50); --i. relationship (.50).	Marshall components observed *0 points*-1-0 Marshall components observed	for 2-0 Marshall components presented
6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political social, economic, legal and cultural context.	*F. Management and External Relations:* --f. bureaucracy (.75); --g. budget (2.5); --h. compliance (1.25).	4-0 *4 points*-11-10 Marshall components observed *3 points*-9-6 Marshall components observed *2 points*–5-4 Marshall components observed *1 point*-3-2 Marshall components observed *0 points*-1-0 Marshall components observed	3-0 *3 points*-Evidence for 11-10 Marshall components presented *2 points*- Evidence for 9-6 Marshall components presented *1 point*- Evidence for 5-2 Marshall components presented *0 points*-Evidence for 2-0 Marshall components presented
Point Totals		**24-0**	**18-0**

Goal Setting (18 points) Correspond to Hedi

We have assigned 18 points for goal setting. In collaboration with the Superintendent of Schools, a principal will set one or more measurable and

ambitious goals that address the parameters outlined in the most recent APPR guidance document. Composite HEDI ratings for points earned in goal setting are as follows:

- 18-17 points: Highly Effective;
- 16-11 points: Effective
- 10-5 points: Developing
- 4-0 points: Ineffective

- **Pre Goal Planning** (5-0 points)-In the planning stage, principals must address the following:
  - Select a teacher effectiveness goal:
  - Explain the rationale for the goal choice, including how the goal will yield quantifiable and verifiable improvements in the school's learning environment and/or academic results;
  - Provide data/evidence to support the goal choice;
  - Identify the goal target.

  Points will for this component will be awarded by the Superintendent on an assessment of the total structure of the **Pre Goal Plan**:
  - *5 points*-The administrator's pre-goal plan is **complete and reflects all** of the above stated criteria. There is data/evidence for **all** choices made at this stage. Revision is not necessary;
  - *4 points*-The administrator's pre-goal plan is **complete and reflects all** of the above stated criteria. There is data/evidence for **most** choices made at this stage. Minor fixes may be necessary;
  - *3 points*-The administrator's pre-goal plan is **mostly complete and reflects most** of the above stated criteria. There is data/evidence for **many** of choices made at this stage. Some revision is necessary;
  - *2 points*-The administrator's pre-goal plan **does not address all** of the necessary components and reflects **some** of the above stated criteria. There is data/evidence for half of the choices made. Revisions will be necessary;
  - *1 point*-The administrator's pre-goal plan is **incomplete**. There is data/evidence for less than half of the choices made at this stage. Some data may not be relevant. Revisions will be necessary;
  - *0 points*-The administrator's pre-goal plan is **incomplete** and **does not** reflect any of the stated criteria. There is little to no data/evidence for all choices made at this stage. Data selected is irrelevant or unrelated to goal attainment. Revisions will be necessary;

  Points are determined **before** revisions are made. Principals will not receive additional or new points for revisions. Revisions to pre-goal plans will be necessary to ensure that school leaders understand how to create and plan for work that positively impacts teacher effectiveness.

- **Goal Action Plan** (6-0 points)-The action plan will address all the necessary steps towards goal attainment. It must include the following:
    - A detailed implementation timeline;
    - An assessment timeline. Principals must describe what benchmarks and tools they will be using to assess progress towards their goals;
    - A description of data/evidence to be collected. This must include at least two of the following:
        - structured feedback from teachers, students, and/or families using a State-approved tool (each constituency is one source);
        - school visits by other trained evaluators;
        - review of school documents, records, and/or State accountability processes. (all documents are one source).
    - Necessary resources. The principal must identify and describe the supports they will need in order to reach their goals.

  Points will for this component will be awarded by the Superintendent on an assessment of the total structure of the **Goal Action Plan**:

    - *6 points*-the administrator's goal action plan is **complete and exceeds** the required elements. It thoroughly and descriptively details how the goal will be achieved. It includes, for example, more than 2 sources of data. Revision is not necessary;
    - *5 points*-the administrator's goal action plan is **complete** and includes all required elements. Revision is not necessary;
    - *4 points*-the administrator's goal action plan is **mostly complete.** All required elements are represented but some lack detail. Minor fixes may be necessary;
    - *3 points*-the administrator's goal action plan is **approaching** complete. Many, but not all included elements are present. They lack detail and/or specificity. Revisions will be necessary;
    - *2 points*-the administrator's goal action plan is **incomplete**. It addresses some required elements but without any specificity or detail. Revisions will be necessary;
    - *1 point*-the administrator's goal action plan is **incomplete**. It addresses few of the required elements. There is no specificity or detail. Revisions will be necessary;
    - *0 points*-the administrator's goal action plan is incomplete. It addresses either no or few of the required elements. There is no specificity or detail. Unrelated or extraneous information is included.

  Points are determined before revisions are made. Principals will not receive additional or new points for revisions. Revisions to goal action plans will be necessary to ensure that school leaders understand how to create and plan for work that positively impacts teacher effectiveness.

- **Goal Reflection** (7-0 points)-The reflection must detail the success of the action plan and the degree to which the identified goal was attained. It must include data and artifacts. The Superintendent of Schools will meet with the principal to review the reflection and the corresponding evidence. Points will be allocated based on the achievement of the stated target:
    - *7 points*-The goal's results reflect a 100%-94% success rate (100%-94% of the target was met);
    - *6 points*-The goal's results reflect a 93%-87% success rate (93%-87% of the target was met);
    - *5 points*-The goal's results reflect a 86%-76% success rate (86%-76% of the target was met);
    - *4 points*-The goal's results reflect a 75%-65% success rate (75%-65% of the target was met);
    - *3 points*-The goal's results reflect a 64%-55% success rate (64%-55% of the target was met);
    - *2 points*-The goal's results reflect a 54%-24% success rate (54%-24% of the target was met);
    - *1 point*-The goal's results reflect a 23%-22% success rate (23%-22% of the target was met);
    - *0 points*-The goal's results reflect a 21%-0% success rate (21%-0% of the target was met);

Points awarded for all three components of the goal setting process will be added together to create a total score.

The Superintendent will compute a composite score for the Other Measures of Principal Effectiveness 60% by adding together the points awarded in each of the three measures (*observation/evaluation*, *principal portfolio*, and *goal setting*). The total will then be assigned a HEDI rating based on the scale below.

Other Measures of Principal Effectiveness 60% HEDI Bands	
Rating Category	**Total Principal Effectiveness Score**
Highly Effective	60-55
Effective	54-50
Developing	49-30
Ineffective	29-0

A principal, for example, has received the following points:

- Observation/Evaluation-15 points;
- Principal Portfolio-14 points;
- Goal Setting-16 points.

The principal has earned at total of 45 points (and a rating of Developing) in the Other Measures of Principal Effectiveness component. This, in conjunction with the totals of the Growth or Comparable Measures and the Locally Selected Measures components will reflect a principal's overall composite score and HEDI rating. All

locally determined scores will be given to principals by the last day of the school year.

Annual Personnel Performance Review
Ardsley Union Free School District
PRINCIPAL IMPROVEMENT PLAN (PIP)

The Ardsley Union Free School District in accordance with the Commissioner's regulations for school year 2013-2014 (and beyond) has put processes in place to ensure that each of our principals are evaluated annually against the Interstate School Leaders Licensure Consortium (ISLLC) Standards. School leaders who receive an overall rating of Developing or Ineffective will require a written Principal Improvement Plan (PIP). Appendix C (below) provides the necessary components and structures for the construction of a PIP. Appendix D (below) is a resource for PIP development that outlines the standards-based performance indicators for effective leadership.

A PIP that will begin in September will commence within 10 days of the start of school. But, a PIP can be written at any point in a school year before an annual overall rating is calculated if, after observation by the Superintendent of Schools and a data review, it is determined that a principal is in need of immediate support in meeting expectations based on ISLLC Standards as assessed using the Marshall Principal Evaluation Rubric.

PIPs will be structured with specificity and clarity, establishing rigorous and measurable goals for leadership growth. Any principal placed on a PIP has a right to have union representation throughout the development process. Once goals have been set and steps to achieving them have been identified, the Superintendent of Schools has 5 days to put the plan in writing. All PIPs must be signed by the receiving principal and by the Superintendent of Schools, who will monitor compliance and evaluate goal attainment.

Annual Personnel Performance Review
Ardsley Union Free School District
PRINCIPAL IMPROVEMENT PLAN (PIP)
Appendix C

Principal: _____ School: _____

Evaluator: _____ School Year: _____

Rating: _____ Length of **PIP**: _____

____Year of 3 Year Probationary Period

OR

____ Years of Service in Ardsley

ISLLC Standard in need of improvement (check all that apply):

☐ 1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

☐ 2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

☐ 3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

☐ 4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

☐ 5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

☐ 6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Thoroughly complete the following for **each** ISLLC Standard identified as in need of improvement:

- What standard/area is in need of improvement? Which specific performance indicators of effective leadership are to be targeted (see Appendix C) in this **PIP**?

- What is the improvement timeline for this **PIP**? Describe all actions taken by the principal and the Superintendent of Schools to monitor change, and the dates to review progress:

- How will improvement be assessed? Describe the necessary data/evidence to be collected to document the principal's growth. Indicate which artifacts will be used as benchmarks and which will be used to assess the final stage of the **PIP**:

- Provide the details of all necessary professional learning activities. Describe any differentiated activities the principal will engage in to support improvement:

- Describe any additional support and assistance needed to support this **PIP**:

Principal: _____ Date: _____

Superintendent of Schools: _____ Date: _____

APPENDIX C

PERFORMANCE INDICATORS OF EFFECTIVE LEADERSHIP

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community:

a. The vision and the mission of the school are effectively communicated to staff, parents, students, and community members;
b. The vision and the mission are communicated through the use of symbols, ceremonies, stories, and similar activities;
c. The core beliefs of the school vision are modeled for all stakeholders;
d. The vision is developed with and among stakeholders;
e. The contributions of school community members to the realization of the vision are recognized and celebrated;
f. Progress toward the vision and mission is communicated to all stakeholders;
g. The school community is involved in school improvement efforts;
h. The vision shapes the educational programs, plans, and actions;
i. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;
j. Assessment data related to student learning are used to develop the school's vision and goals;
k. Relevant demographic data pertaining to students and their families are used in developing the school mission and goals;
l. Barriers to achieving the vision are identified, clarified and addressed;
m. Needed resources are sought and obtained to support the implementation of the school mission and goals;
n. The vision, mission, and implementation plans are regularly monitored, evaluated and revised.

2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth:

a. All individuals are treated with fairness, dignity, and respect;
b. Professional development promotes a focus on student learning consistent with the school vision and goals;
c. Students and staff feel valued and important;
d. Barriers to student learning are identified, clarified, and addressed;
e. Diversity is considered in developing learning experiences;
f. Life-long learning is encouraged and modeled;
g. There is a culture of high expectations for self, student, and staff performance;
h. Technologies are used in teaching and learning;
i. Student and staff accomplishments are recognized and celebrated;
j. Multiple opportunities to learn are available to all students;
k. The school is organized and aligned for success;

l. Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined,
m. Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies,
n. The school culture and climate are assessed on a regular basis;
o. A variety of sources of information is used to make decisions;
p. Student learning is assessed using a variety of techniques;
q. Multiple sources of information regarding performance are used by staff and students;
r. A variety of supervisory and evaluation models is employed;
s. Pupil personnel programs are developed to meet the needs of students and their families.

3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment:

a. Knowledge of learning, teaching, and student development is used to inform management decisions;
b. Operational procedures are designed and managed to maximize opportunities for successful learning;
c. Emerging trends are recognized, studied, and applied as appropriate;
d. Operational plans and procedures to achieve the vision and goals of the school are in place;
e. Collective bargaining and other contractual agreements related to the school are effectively managed;
f. The school plant, equipment and support systems operate safely, efficiently, and effectively;
g. Time is managed to maximize attainment of organizational goals;
h. Potential problems and opportunities are identified;
i. Problems are confronted and resolved in a timely manner;
j. Financial, human, and material resources are aligned to the goals of the schools;
k. The school acts entrepreneurially to support continuous improvement;
l. Organizational systems are regularly monitored and modified as needed;
m. Stakeholders are involved in decisions affecting schools;
n. Responsibility is shared to maximize ownership and accountability;
o. Effective problem framing and problem-solving skills are used;
p. Effective conflict resolution skills are used;
q. Effective group-process and consensus-building skills are used;
r. Effective communication skills are used;
s. There is effective use of technology to manage school operations;
t. Fiscal resources of the school are managed responsibly, efficiently, and effectively;
u. A safe, clean, and aesthetically pleasing school environment is created and maintained;
v. Human resource functions support the attainment of school goals;

w. Confidentiality and privacy of school records are maintained.

4. ***A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;***
    a. High visibility, active involvement, and communication with the larger community is a priority;
    b. Relationships with community leaders are identified and nurtured;
    c. Information about family and community concerns, expectations, and needs is used regularly;
    d. There is outreach to different business, religious, political, and service agencies and organizations;
    e. Credence is given to individuals and groups whose values and opinions may conflict;
    f. The school and community serve one another as resources;
    g. Available community resources are secured to help the school solve problems and achieve goals;
    h. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals;
    i. Community youth family services are integrated with school programs;
    j. Community stakeholders are treated equitably;
    k. Diversity is recognized and valued;
    l. Effective media relations are developed and maintained;
    m. A comprehensive program of community relations is established;
    n. Public resources and funds are used appropriately and wisely;
    o. Community collaboration is modeled for staff;
    p. Opportunities for staff to develop collaborative skills are provided.

5. ***A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.***
    a. Demonstrates a personal and professional code of ethics;
    b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance;
    c. Serves as a role model;
    d. Accepts responsibility for school operations;
    e. Considers the impact of one's administrative practices on others;
    f. Uses the influence of the office to enhance the educational program rather than for personal gain;
    g. Treats people fairly, equitably, and with dignity and respect;
    h. Protects the rights and confidentiality of students and staff;
    i. Demonstrates appreciation for and sensitivity to the diversity in the school community;
    j. Recognizes and respects the legitimate authority of others;

k. Examines and considers the prevailing values of the diverse school community;
l. Expects that others in the school community will demonstrate integrity and exercise ethical behavior;
m. Opens the school to public scrutiny;
n. Fulfills legal and contractual obligations;
o. Applies laws and procedures fairly, wisely, and considerately.

6. ***A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political social, economic, legal and cultural context.***
   a. The environment in which schools operate is influenced on behalf of students and their families;
   b. Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate;
   c. There is ongoing dialogue with representatives of diverse community groups;
   d. The school community works within the framework of policies, laws, and regulations enacted by local state, and federal authorities;
   e. Public policy is shaped to provide quality education for students;
   f. Lines of communication are developed with decision makers outside the school community.

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

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date:

Lauren Alla 9-29-14

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR Plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR Plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
  Assure that educators who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date:

Lauren Allan 9/30/14

Teachers Union President Signature: Date:

9/30/14

Administrative Union President Signature: Date:

10/2/14

Board of Education President Signature: Date:

10/2/14