



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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Albany, New York 12234

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November 13, 2012

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: James T. Langlois

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 02, 2012

Updated Wednesday, November 07, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 10, 2012

Updated Thursday, November 08, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	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 student performance.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
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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 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 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
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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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
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Developing (3 - 8 points) Results are below District goals for similar students.	54%-24% of Ardsley students achieve or exceed the 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 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Please see attachment in Section 2.11.
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Developing (3 - 8 points) Results are below District goals for similar students.	54%-24% of Ardsley students achieve or exceed the 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 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 target determined in their Student Learning Objective. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%
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Developing (3 - 8 points) Results are below District goals for similar students.	54%-24% of Ardsley students achieve or exceed the 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 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 student performance.

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

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 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 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 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 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 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 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 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 target determined in their Student Learning Objective. Points are assigned as follows:
 --8 points: 54%-49%
 --7 points: 48%-44%
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 --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 target determined in their Student Learning Objective. Points are assigned as follows:
 --2 points: 23%
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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
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	Chemistry Regents Examination (Given in Grade 10)
Honors Biology	State Assessment	Biology 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 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 Technology Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 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 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 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 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/5364/128025-avH4IQNZMh/2.10 All Other Courses_6.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/5364/128025-TXEttx9bQW/2.11 HEDI Tables or Graphics_8.docx](#)

2.12) Locally Developed Controls

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

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

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://usny.nysed.gov/rtt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Thursday, May 10, 2012

Updated Thursday, November 08, 2012

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.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	4th Grade ELA State Assessment
5	3) Teacher specific achievement or growth score computed locally	5th Grade ELA State Assessment
6	3) Teacher specific achievement or growth score computed locally	6th Grade ELA State Assessment
7	3) Teacher specific achievement or growth score computed locally	7th Grade ELA State Assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade ELA State 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
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 determined in their locally selected measure of growth and 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 target determined in their locally selected measure of growth and 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 target determined in their locally selected measure of growth and 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 determined in their locally selected measure of growth and 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	4th Grade Mathematics State Assessment
5	3) Teacher specific achievement or growth score computed locally	5th Grade Mathematics State Assessment
6	3) Teacher specific achievement or growth score computed locally	6th Grade Mathematics State Assessment

7	3) Teacher specific achievement or growth score computed locally	7th Grade Mathematics State Assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade Mathematics State 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
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 determined in their locally selected measure of growth and 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 target determined in their locally selected measure of growth and 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 target determined in their locally selected measure of growth and 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 determined in their locally selected measure of growth and 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.

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	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	3) Teacher specific achievement or growth score computed locally	3rd Grade ELA State 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 target determined in their locally selected measure of growth and 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 growth and 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 growth and 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 growth and 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	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	3) Teacher specific achievement or growth score computed locally	3rd Grade State 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 target determined in their locally selected measure of growth and 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	55%-84% of Ardsley students achieve or exceed the target determined in their Student Learning Objective. Points are

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

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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 State 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.	<p>85%-100% of Ardsley students achieve or exceed the target determined in their locally selected measure of growth and achievement. Points are assigned as follows:</p> <p>--20 points: 100%-87%</p> <p>--19 points: 86%</p> <p>--18 points: 85%</p>

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 growth and 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 growth and 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 growth and 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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	Please see attachment in Section 3.13 for all information regarding HEDI categories and achievement targets for all
--	---

subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 target determined in their locally selected measure of growth and 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 growth and 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 growth and 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 growth and 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	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 Global 2 Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	Grade 11 American 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>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.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>85%-100% of Ardsley students achieve or exceed the target determined in their locally selected measure of growth and achievement. Points are assigned as follows: --20 points: 100%-87% --19 points: 86% --18 points: 85%</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55%-84% of Ardsley students achieve or exceed the target determined in their locally selected measure of growth and 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%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>54%-24% of Ardsley students achieve or exceed the target determined in their locally selected measure of growth and 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%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>23%-0% of Ardsley students achieve or exceed the target determined in their locally selected measure of growth and achievement. Points are assigned as follows: --2 points: 23% --1 point: 22% --0 points: 21%-0%</p>

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Grade 9/10 Living Environment Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	Grade 9 Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	Grade 10/11 Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	Grade 11/12 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 target determined in their locally selected measure of growth and 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 grade/subject.	55%-84% of Ardsley students achieve or exceed the target determined in their locally selected measure of growth and 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 target determined in their locally selected measure of growth and 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	23%-0% of Ardsley students achieve or exceed the target determined in their locally selected measure of growth and

grade/subject.

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Grade 9 Algebra 1 Regents Assessment
Geometry	3) Teacher specific achievement or growth score computed locally	Grades 9/10 Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	Grades 9-11 Algebra 2 Regents 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.

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 target determined in their locally selected measure of growth and 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 growth and 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 growth and 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 growth and 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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	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 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.

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 target determined in their locally selected measure of growth and 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 growth and 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 growth and 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 growth and 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.

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) State-approved 3rd party	Advanced Placement Chemistry (Grades 11 and 12) Examination
Honors Chemistry	3) Teacher specific achievement/growth score computed locally	Chemistry Regents Examination (Given in Grade 10)
Honors Biology	3) Teacher specific achievement/growth score computed locally	Biology 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 Science State Assessment
Advanced Placement Psychology	4) State-approved 3rd party	Advanced Placement Psychology Examination (Given in Grade 11 and/or Grade 12)
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) State-approved 3rd party	US Government and Economics Advanced Placement Grade 12 Examination
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 target determined in their locally selected measure of growth and 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 growth and 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 growth and 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 growth and 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/5139/128026-Rp00l6pk1T/3.12 All Other Teachers Local_4.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/5139/128026-y92vNseFa4/3.13 HEDI Tables or Graphics_5.docx](#)

3.14) Locally Developed Controls

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

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 10, 2012

Updated Wednesday, October 24, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

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 (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, 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/5091/128027-eka9yMJ855/4.5 Other Measures of Effectiveness_1.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)

Created Tuesday, June 05, 2012

Updated Tuesday, June 19, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, May 22, 2012

Updated Wednesday, October 17, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/132071-Df0w3Xx5v6/6.2 Teacher Improvement Plan Forms_2.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 or Growth 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.

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; provided, however, the Locally Selected Measures of Student Achievement or Growth point measure that has been agreed upon by the parties for the 2012-13 school year shall be the subject of an appeal hereunder. 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 30, 2012, the ACT shall submit to the Superintendent of Schools a list of tenured teachers who have agreed to service on the panel that spans across grade levels and curricular areas. Such unit members shall be trained by September 15th of the 2012-13 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 and Certification of Lead Evaluators and Evaluators

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

Evaluator Training

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 personnel 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 compliant with the Commissioners Regulations at the start of the 2012-2013 school year. The following personnel 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 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 2011 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 2012. 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 throughout the 2012-2013 school year.

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. For the 2012-2013, Ardsley has contracted with McKay Consulting, LLC. Candi McKay, a close associate of Charlotte Danielson, a founding member of the Danielson Group and the co-author of *Implementing the Framework for Teaching in Enhancing Professional Practice* is a national leader in facilitating training programs on the *Framework for Teaching (Revised 2011)*. We will be participating in the "Understanding the Framework for Teaching: Training to Lead" program in the Fall of 2012. 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 collect classroom data. Using video evidence we will 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 will also be preparing administrators to turnkey this work to their teaching staff. This will allow for a common set of expectations and a common language around observation and evaluation to be developed district-wide. The four-day training sessions will include strategies for gathering and analyzing summative and formative data, and for calibrating observation and evaluation processes and procedures.*

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, June 05, 2012

Updated Wednesday, August 29, 2012

Page 1

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

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

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

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

5-8
9-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Concord Road Elementary School (K-4)	State assessment	Grade 4 ELA/Mathematics Assessment
Concord Road Elementary School (K-4)	State assessment	Grade 3 ELA/Mathematics Assessment
Concord Road Elementary School (K-4)	District, regional, or BOCES-developed	Ardsley Locally Developed Grade 2 ELA/Mathematics Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Please see graphics uploaded 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 the 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 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 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 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/5365/138963-lha0DogRNw/7.3 HEDI Tables or Graphics Principals_3.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, June 05, 2012

Updated Wednesday, October 24, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(a) achievement on State assessments	Grade 8 Integrated Algebra Regents
9-12	(a) achievement on State assessments	Grade 9 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 Integrated Algebra regents taken in Grade 8. Ardsley accelerates approximately 80% of its students in mathematics and these children take their Integrated Algebra Regents while they are in middle school. Achievement will be calculated based on the number of students scoring 65% or higher on the examination. The Ardsley High School principal (grade span 9-12) will be using the 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% or higher on the examination. Please also see the table uploaded below.
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 or growth. 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 or growth. Points

grade/subject.	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 target in their locally selected measure of achievement or growth. 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 or growth. 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/5366/138964-qBFVOWF7fC/8.1 HEDI Tables or Graphics Principals with Value Add_2.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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(a) achievement on State assessments	Grades 4 Mathematics 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 Grade 4 Mathematics 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 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- or BOCES-adopted expectations for growth or achievement for grade/subject.

55%-84% of Ardsley students achieve or exceed the 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- or BOCES-adopted expectations for growth or achievement for grade/subject.

54%-24% of Ardsley students achieve or exceed the 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- or BOCES-adopted expectations for growth or achievement for grade/subject.

23%-0% of Ardsley students achieve or exceed the 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 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. [Click here](#) for a downloadable copy of Form 8.2. (MS Word)

(No response)

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

assets/survey-uploads/5366/138964-T8MIGWUVm1/8.2 HEDI Tables or Graphics Principals No Value Add_2.docx

8.3) Locally Developed Controls

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

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
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8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
--	-------

9. Other Measures of Effectiveness (Principals)

Created Tuesday, June 05, 2012

Updated Thursday, August 30, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	37
---	----

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.	23
--	----

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	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 posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

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/5143/138965-pMADJ4gk6R/9.7 Other Measures of Effectiveness Principals_3.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, June 05, 2012

Updated Wednesday, June 27, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, June 05, 2012

Updated Wednesday, October 17, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/138967-Df0w3Xx5v6/11.2 Principal Improvement Plan Forms.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:

I. 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; provided, however, the Locally Selected Measures of Student Achievement or Growth point measure that has been agreed-upon by the parties for the 2012-13 school year shall be the subject of an appeal hereunder. 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 selected on a rotating basis from the following list, based on order and reasonable time frame of availability: Bonnie Siber-Weinstock, Ira Lobel, and Jeffrey Selchick 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. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law. 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.

2. In order to take advantage of the procedure outlined in F(1) above, the tenured principal must consent to the use of one of the arbitrators as referenced in F1 should the district proceed to find probable cause under

Section 3020-a of the Education Law. If the tenured principal is unwilling to do so, the second tier appeal shall be heard by the Superintendent of Schools.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Evaluator Training

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 compliant with the Commissioners Regulations at the start of the 2012-2013 school year. 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 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 2011 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. This will occur in late August/early September 2012. Our participation in this training will enable us to ensure consistency of process and defensibility.

In addition to the work outlined above, we will 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 activities 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, that will 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 that will continue to build their knowledge of differentiated instruction to substantially affect student growth and achievement. This training will be ongoing throughout the 2012-2013 school year.

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. To address this, Ardsley has contracted with McKay Consulting, LLC. Candi McKay, a close associate of Charlotte Danielson, a founding member of the Danielson Group, and the co-author of *Implementing the Framework for Teaching in Enhancing Professional Practice* is a national leader in facilitating training programs on the *Framework for Teaching (Revised 2011)*. We will be participating in the "Understanding the Framework for Teaching: Training to Lead" program in the Fall of 2012. 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. Using video evidence we will 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 will also be preparing administrators to turnkey this work to their teaching staff. This will allow for a common set of expectations and a common language around observation and evaluation to be developed district-wide. The four-day training sessions will include strategies for gathering and analyzing summative and formative data, and for calibrating observation and evaluation processes and procedures. The District will also use our monthly administrative council meetings to continue to work with evaluators in examining observation reports and assessing them for consistency of development and practice.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, November 07, 2012

Updated Friday, November 09, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/221757-3Uqgn5g9Iu/APPR Certification 11-9-12.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

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)	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> <u>District, Regional or BOCES-developed</u> <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>Ardsley Locally Developed Level 2 (Grade 9) French Assessment</p> <p>Ardsley Locally Developed Level 4 (Grade 11) French Assessment</p>
Spanish Levels 2 and 4 (including honors)	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> <u>District, Regional or BOCES-developed</u> <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>Ardsley Locally Developed Level 2 (Grade 9) Spanish Assessment</p> <p>Ardsley Locally Developed Level 4 (Grade 11) Spanish Assessment</p>
Italian Levels 2 and 4 (including honors)	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> <u>District, Regional or BOCES-developed</u> <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>Ardsley Locally Developed Level 2 (Grade 9) Italian Assessment</p> <p>Ardsley Locally Developed Level 4 (Grade 11) Italian Assessment</p>

<p>Latin-All Levels (excluding Advanced Placement)</p>	<ul style="list-style-type: none"> <input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> <u>District, Regional or BOCES-developed</u> <input type="radio"/> School/BOCES-wide/group/team results based on State 	<p>Ardsley Locally Developed Grade and Level Specific Latin Assessment</p>
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Course(s) or Subject(s)	Option	Assessment
English Language Learners K-12	<p><u>State Assessment</u></p> <p>State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	Level Specific NYSESLAT
Special Education K-12 Self-Contained Classrooms	<p><u>State Assessment</u></p> <p>State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	Level Specific NYSSA
Literacy Support Services English Language Arts K-2	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p><u>District, Regional or BOCES-developed</u></p> <p>School/BOCES-wide/group/team results based on State</p>	Ardsley Locally Developed Grade Specific ELA Assessment
CORE (Intensive Support Services in English Language Arts and Mathematics 3-8	<p><u>State Assessment</u></p> <p>State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	ELA/Mathematics Grade Specific State 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	BOCES Developed Level 1 French Grade 8 Assessment BOCES 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	BOCES Developed Level 1 Spanish Grade 8 Assessment BOCES 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	BOCES Developed Level 1 Italian Grade 8 BOCES 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	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	Integrated 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	Geometry Regents Examination (Given in Grade 8)

Course(s) or Subject(s)	Option	Assessment
Teacher of Library Grades 9-12	<p><u>State Assessment</u></p> <p>State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	English Language Arts Grade Level Specific Regents Examination
Speech Language Teachers	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p><u>District, Regional or BOCES-developed</u></p> <p>School/BOCES-wide/group/team results based on State</p>	Ardsley Locally Developed Grade Specific Speech Language Assessment
Occupational Therapists	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p><u>District, Regional or BOCES-developed</u></p> <p>School/BOCES-wide/group/team results based on State</p>	Ardsley Locally Developed Grade Specific Occupational Therapy Assessment
Physical Therapists	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p><u>District, Regional or BOCES-developed</u></p> <p>School/BOCES-wide/group/team results based on State</p>	Ardsley Locally Developed Grade Specific Physical Therapy Assessment
Academic Intervention Services ELA Grades 3-4	<p><u>State Assessment</u></p> <p>State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based</p>	Grades 3-4 English Language Arts State Assessment

	on State	
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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.	<p>85% of Ardsley students achieve or exceed the target determined in their Student Learning Objective. Points are assigned as follows:</p> <p>--20 points: 100%-87%</p> <p>--19 points: 86%</p> <p>--18 points: 85%</p>
Effective (9 - 17 points) Results meet District goals for similar students.	<p>55%-84% of Ardsley students achieve or exceed the target determined in their Student Learning Objective. Points are assigned as follows:</p> <p>--17 points: 84%-83%</p> <p>--16 points: 82%-81%</p> <p>--15 points: 80%-78%</p> <p>--14 points: 77%-75%</p> <p>--13 points: 74%-71%</p> <p>--12 points: 70%-67%</p> <p>--11 points: 66%-63%</p> <p>--10 points: 62%-59%</p> <p>--9 points: 58%-55%</p>

<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>54%-24% of Ardsley students achieve or exceed the target determined in their Student Learning Objective. Points are assigned as follows:</p> <ul style="list-style-type: none"> --8 points: 54%-49% --7 points: 48%-44% --6 points: 43%-39% --5 points: 38%-34% --4 points: 33%-29% --3 points: 28%-24%
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>23%-0% of Ardsley students achieve or exceed the target determined in their Student Learning Objective. Points are assigned as follows:</p> <ul style="list-style-type: none"> --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 Measures 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 the target determined in their SLOs.
Effective	9-17	55%-84% of students achieve or exceed the target determined in their SLOs.
Developing	3-8	24%-54% of students achieve or exceed the target determined in their SLOs.
Ineffective	0-2	0%-23% of students achieve or exceed the 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.

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

Rating Categories	Locally Selected Measures	Locally Determined HEDI Targets
Highly Effective	14-15	85%-100% of students achieve or exceed the target determined in their locally selected measure of growth or achievement
Effective	8-13	55%-84% of students achieve or exceed the target determined in their locally selected measure of growth or achievement
Developing	3-7	24%-54% of students achieve or exceed the target determined in their locally selected measure of growth or achievement
Ineffective	0-2	0%-23% of students achieve or exceed the target determined in their locally selected measure of growth or 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 a 4 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	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <u>5) District/regional/BOCES–developed</u> <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Ardsley Locally Developed Grade and Language Specific World Language Assessment
English Language Learners K-12	<ul style="list-style-type: none"> 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 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
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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

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

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	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	Integrated Algebra Regents Examination (Given in Grade 8)

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

<p>Speech Language Teachers</p>	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p><u>5) District/regional/BOCES–developed</u></p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Ardsley Locally Developed Grade Specific Speech Language Assessment</p>
<p>Occupational Therapists</p>	<p>1) Change in % of student performance level on State</p> <p>2) Teacher specific growth computed by NYSED</p> <p>3) Teacher specific achievement/growth score computed locally</p> <p>4) State-approved 3rd party</p> <p><u>5) District/regional/BOCES–developed</u></p> <p>6(i) School-wide measure based on State-provided measure</p> <p>6(ii) School wide measure computed locally</p> <p>7) Student Learning Objectives</p>	<p>Ardsley Locally Developed Grade Specific Occupational Therapy Assessment</p>

Physical Therapists	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 Grade Specific Physical Therapy Assessment
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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 (14 - 15 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85% of Ardsley students achieve or exceed the target determined in their locally selected measure of growth or achievement. Points are assigned as follows: --15 points: 100%-91% --14 points: 85-90%
Effective (8- 13 points) Results meet District- or BOCES-	55%-84% of Ardsley students achieve or exceed the target determined in their locally selected measure of growth or

<p>adopted expectations for growth or achievement for grade/subject.</p>	<p>achievement. . Points are assigned as follows:</p> <ul style="list-style-type: none"> --13 points: 84%-80% --12 points: 79%-75% --11 points: 74%-70% --10 points: 69%-65% --9 points: 64%-60% --8 points: 59%-55%
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>54%-24% of Ardsley students achieve or exceed the target determined in their locally selected measure of growth or achievement. Points are assigned as follows:</p> <ul style="list-style-type: none"> --7 points: 54%-49% --6 points: 48%-43% --5 points: 42%-37% --4 points: 36%-30% --3 points: 29%-24%
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>23%-0% of Ardsley students achieve or exceed the target determined in their locally selected measure of growth or achievement. Points are assigned as follows:</p> <ul style="list-style-type: none"> --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 Growth or 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 achieve or exceed the target determined in their locally selected measure of growth or achievement
Effective	9-17	55%-84% of students achieve or exceed the target determined in their locally selected measure of growth or achievement
Developing	3-8	24%-54% of students achieve or exceed the target determined in their locally selected measure of growth or achievement
Ineffective	0-2	0%-23% of students achieve or exceed the target determined in their locally selected measure of growth or 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.

Please see the next page for Achievement Targets

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 a 4 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.

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 2012-2013 (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 and all building principals have been trained and certified as lead evaluators by Putnam Northern Westchester BOCES. This work has been turn-keyed to our assistant principals. 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 Director of Curriculum and Instruction, the Director of Pupil Personnel Services or the Superintendent of Schools;
 - 2 unannounced observations by building administration, 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 a weighting methodology to distribute these points across the Danielson Framework for Teaching (2011 Revised Edition). 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. The proportions represented below total 100% of a domain's value:

Danielson's Framework for Teaching (2011 Revised Edition)		
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. These correspond with the following 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
1	0		2.1	54.2		3.2
1.1	12		2.2	54.9		3.3
1.2	25		2.3	55.6		3.4
1.3	37		2.4	56.3		3.5
1.4	49		2.5	57		3.6
1.5	50		2.6	57.2		3.7
1.6	50.7		2.7	57.4		3.8
1.7	51.4		2.8	57.6		3.9
1.8	52.1		2.9	57.8		4.0
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. All locally determined scores will be given to pedagogues by the last day of the school year.

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 2012-2013 (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: _____

____ 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

A **TIP** must be constructed for each identified standard and must contain:

- A rationale for the elements/performance indicators to be targeted (see Appendix B);
- An improvement timeline, including a description of actions taken by teacher and administrator to monitor change, and dates of review;
- A description of data/evidence to be collected to document growth;
- A description of differentiated activities to support improvement;
- Details of necessary professional learning activities;
- A description of assessments/interviews/resources to be used.

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
Ardley 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 the target determined in their SLOs.
Effective	9-17	55%-84% of students achieve or exceed the target determined in their SLOs.
Developing	3-8	24%-54% of students achieve or exceed the target determined in their SLOs.
Ineffective	0-2	0%-23% of students achieve or exceed the 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.

HEDI Bands
Ardsley Union Free School District
Locally Selected Measures of Growth or Achievement
With Value Add
Principals

Rating Categories	Value Added Measures	Locally Determined HEDI Targets
Highly Effective	14-15	85%-100% of students achieve or exceed the target determined in the locally selected measure of growth or achievement
Effective	8-13	55%-84% of students achieve or exceed the target determined in the locally selected measure of growth or achievement
Developing	3-7	24%-54% of students achieve or exceed the target determined in the locally selected measure of growth or achievement
Ineffective	0-2	0%-23% of students achieve or exceed the target determined in the locally selected measure of growth or 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.

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 growth or achievement
Effective	9-17	55%-84% of students achieve or exceed the target determined in the locally selected measure of growth or achievement
Developing	3-8	23%-54% of students achieve or exceed the target determined in the locally selected measure of growth or achievement
Ineffective	0-2	0%-23% of students achieve or exceed the target determined in the locally selected measure of growth or 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.

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 2012-2013 (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 the **Multidimensional Principal Performance Rubric (MPPR)** 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 observation 1 unannounced	1 unannounced	3
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Point Distributions

We have assigned 45 points to practice assessed by the MPPR rubric (see chart below). Points are distributed as follows:

- Observation /Evaluation (22.5 points)-This is assessed by multiple school visits and formal observation/evaluations conducted by the Superintendent;
- Principal’s Portfolio (22.5)-Each principal will compile data and gather evidence to support attainment of each of the ISLLC standards. 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. The Superintendent will rate the data as follows:
 - ISLLC Standards 1, 2, and 3:
 - 5 Points-Evidence **thoroughly** supports attainment of standard;
 - 4 Points-Evidence **adequately** supports attainment of standard;
 - 3 Points-Evidence **somewhat** supports attainment of standard;
 - 2 Points-Evidence **minimally** supports attainment of standard;
 - 1 Point-Evidence **does not** support attainment of standard;
 - 0 Points-**No** evidence presented for the standard.
 - ISLLC Standards 4, 5, and 6:
 - 2.5 Points-Evidence **thoroughly** supports attainment of standard;
 - 2 Points-Evidence **adequately** supports attainment of standard;
 - 1.5 Points-Evidence **somewhat** supports attainment of standard;
 - 1 Points-Evidence **minimally** supports attainment of standard;
 - .5 Points-Evidence **does not** support attainment of standard;
 - 0 Points-**No** evidence presented for the standard.

Other Measures of Effectiveness-Principals Point Distributions				
ISLLC Standard	MPPR Domain	Observation/ Evaluation Points	Principal Portfolio Points	Goal Setting Points
1: A school administrator is an educational leader who promotes the success of all students by facilitating the	1: Shared Vision of Learning	5	5	N/A

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.	2: School Culture and Instructional Program	5	5	N/A
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.	3: Safe, Efficient, and Effective Learning Environment	5	5	N/A
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.	4: Community	2.5	2.5	N/A
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.	5: Integrity, Fairness, and Ethics	2.5	2.5	N/A
6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger	6: Political, Social, Economic, Legal and Cultural Context	2.5	2.5	N/A

political social, economic, legal and cultural context.				
Point Totals		22.5	22.5	15

We have assigned 15 points for goal setting. Points are distributed as follows:

- Pre goal planning-5 points;
- Goal action plan-5 points;
- Principal's reflection on goals-5 points.

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

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. 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 2012-2013 (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 Multidimensional Principal Performance Rubric (MPPR).

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: _____

____ 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.

A **PIP** must be constructed for each identified standard and must contain:

- A rationale for the elements/performance indicators to be targeted (see Appendix D);
- An improvement timeline, including a description of actions taken by the administrator and the Superintendent of Schools to monitor change, and dates of review;

- A description of data/evidence to be collected to document growth;
- A description of differentiated activities to support improvement;
- Details of necessary professional learning activities;
- A description of assessments/interviews/resources to be used.

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.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 11/9/12

Lauren Allen

Teachers Union President Signature: Date: 11/9/12

[Signature]

Administrative Union President Signature: Date: 11/9/12

Adam Burtini

Board of Education President Signature: Date: 11/9/12

Jamie L. Hild