



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

Commissioner of Education
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January 16, 2014

Revised

Joseph Ricca, Superintendent
Elmsford Union Free School District
98 South Goodwin Avenue
Elmsford, NY 10523

Dear Superintendent Ricca:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Harold Coles

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, October 22, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 660409020000

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

660409020000

1.2) School District Name: ELMSFORD UFSD

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

ELMSFORD UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, December 20, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Elmsford-Developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Elmsford-Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Elmsford-Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A growth score will be determined using an Elmsford Developed Grade Specific ELA Assessment. The student results will be recorded at the building level.</p> <p>Students will be given a pre-assessment (Elmsford developed grade specific ELA) to establish a baseline data point. Using the baseline, individual growth targets will be set by the building administrator.</p> <p>Students will then be given a post-assessment. In grade 3, the post-assessment will be the 3rd Grade ELA State Assessment. In Grades K, 1, and 2 the post-assessment will be an Elmsford developed grade specific ELA assessment.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting or exceeding individual growth</p>
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	targets, which will be approved by the building principal based on district targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more of the students achieve or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	50% to 84% of the students achieve or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	22% to 49% of the students achieve or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-21% of the students achieve or exceed the target determined in the SLO.

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	Elmsford-Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Elmsford-Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Elmsford-Developed Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A growth score will be determined using an Elmsford Developed Math Grade Specific Assessment. The student results will be recorded at the building level.</p> <p>Students will be given a pre-assessment (Elmsford developed grade specific Math) to establish a baseline data point. Using the baseline, individual growth targets will be set by the building administrator.</p> <p>Students will then be given a post-assessment. In grade 3, the post-assessment will be the 3rd Grade Math State Assessment. In Grades K, 1, and 2 the post-assessment will be an Elmsford developed grade specific Math assessment.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting meeting or exceeding individual growth targets, which will be approved by the building principal based on district targets.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more of the students achieve or exceed the target determined in the SLO.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	50% to 84% of the students achieve or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	22% to 49% of the students achieve or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-21% of the students achieve or exceed the target determined in the SLO.

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

	Science	Assessment
8	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-assessment will be administered to all students at the beginning of the interval period, defined in the Student Learning Objective (SLO). The student results will be recorded at the building level as a baseline data point.</p> <p>Using baseline data, individual growth targets will be set by the building administrator.</p> <p>A post-assessment will be administered in the interval period determined. For those students in 8th grade, the district will exclusively administer the Regents exam in Earth Science in lieu of the Grade 8 science assessment.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting or exceeding individual growth targets, which will be approved by the building principal based on district targets.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more of the students achieve or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	50% to 84% of the students achieve or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	22% to 49% of the students achieve or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-21% of the students achieve or exceed the target determined in the SLO.

2.5) Grades 6-8 Social Studies

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-assessment will be administered to all students at the beginning of the interval period, defined in the Student Learning Objective (SLO). The student results will be recorded at the building level as a baseline data point.</p> <p>Using baseline data, individual growth targets will be set by the building administrator.</p> <p>A post-assessment will be administered in the interval period determined.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting or exceeding individual growth targets, which will be approved by the building principal based on district targets.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of the students achieve or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	50% to 84% of the students achieve or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	22% to 49% of the students achieve or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-21% of the students achieve or exceed the target determined in the SLO.

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	Elmsford Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-assessment will be administered to all students at the beginning of the interval period, defined in the Student Learning Objective (SLO). The student results will be recorded at the building level as a baseline data point.</p> <p>Using baseline data, individual growth targets will be set by the building administrator.</p> <p>A post-assessment will be administered in the interval period determined. For Global 2 and US History, the appropriate NYS Regents will be used as the post-assessment. For Global 1, an Elmsford Developed Global 1 Assessment will be used as the post-assessment.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting or exceeding individual growth targets, which will be approved by the building principal based on district targets.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of the students achieve or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	50% to 84% of the students achieve or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	22% to 49% of the students achieve or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-21% of the students achieve or exceed the target determined in the SLO.

2.7) High School Science Regents Courses

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>A pre-assessment will be administered to all students at the beginning of the interval period, defined in the Student Learning Objective (SLO). The student results will be recorded at the building level as a baseline data point.</p> <p>Using baseline data, individual growth targets will be set by the building administrator.</p> <p>The appropriate New York State Regents will be used as the post-assessment and will be administered in the interval period determined.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting or exceeding individual growth targets, which will be approved by the building principal based on district targets.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85% or more of the students achieve or exceed the target determined in the SLO.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>50% to 84% of the students achieve or exceed the target determined in the SLO.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>22% to 49% of the students achieve or exceed the target determined in the SLO.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-21% of the students achieve or exceed the target determined in the SLO.</p>

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-assessment will be administered to all students at the beginning of the interval period, defined in the Student Learning Objective (SLO). The student results will be recorded at the building level as a baseline data point.</p> <p>Using baseline data, individual growth targets will be set by the building administrator.</p> <p>The appropriate NYS Regents will be used as the post-assessment and be administered in the interval period determined. In the case of Algebra, we will be administering the NYS Common Core Algebra Regents.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting or exceeding individual growth targets, which will be approved by the building principal based on district targets.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of the students achieve or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	50% to 84% of the students achieve or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	22% to 49% of the students achieve or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-21% of the students achieve or exceed the target determined in the SLO.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	A pre-assessment will be administered to all students at the beginning of the interval period, defined in the Student Learning
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Objective (SLO). The student results will be recorded at the building level as a baseline data point. Using baseline data, individual growth targets will be set by the building administrator. A post-assessment will be administered in the interval period determined. For Grade 11, the post-assessment will be the NYS Regents Examination in English. The building administrator will assign HEDI points based on the percentage of students meeting or exceeding individual growth targets, which will be approved by the building principal based on district targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of the students achieve or exceed the target determined in the SLO.
Effective (9 - 17 points) Results meet District goals for similar students.	50% to 84% of the students achieve or exceed the target determined in the SLO.
Developing (3 - 8 points) Results are below District goals for similar students.	22% to 49% of the students achieve or exceed the target determined in the SLO.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-21% of the students achieve or exceed the target determined in the SLO.

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
Languages Other Than English	District, Regional or BOCES-developed	PNW-BOCES Developed Course-Specific LOTE Assessment
Reading Intervention	State Assessment	NYS Grade 4-8 ELA Assessment
Math Intervention	State Assessment	NYS Grade 4-6 Math Assessment
ESL (K-1)	State Assessment	NYSESLAT
	District, Regional or BOCES-developed	
ESL (2-6)	State Assessment	NYSESLAT
ESL (7-12)	State Assessment	NYSESLAT
All Other Courses	District, Regional or BOCES-developed	Elmsford Developed Course-Specific Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	This section applies only to teachers that do not receive a NYS provided growth score. A pre-assessment will be administered to all students at the
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beginning of the interval period, defined in the Student Learning Objective (SLO). The student results will be recorded at the building level as a baseline data point.

Using baseline data, individual growth targets will be set by the building administrator.

A post-assessment will be administered in the interval period determined.

The building administrator will assign HEDI points based on the percentage of students meeting or exceeding individual growth targets, which will be approved by the building principal based on district targets.

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

85% or more of the students achieve or exceed the target determined in the SLO.

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

50% to 84% of the students achieve or exceed the target determined in the SLO.

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

22% to 49% of the students achieve or exceed the target determined in the SLO.

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

0-21% of the students achieve or exceed the target determined in the SLO.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/571110-TXEttx9bQW/Growth Charts 2.11_1.docx

2.12) Locally Developed Controls

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

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

The district is not planning to allow any controls or adjustments based on academic history, student disability, English language proficiency or poverty at this time.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, December 20, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	i-Ready Diagnostic 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Using the i-Ready Diagnostic Assessment, students will be given a pre-test to establish a baseline data point.</p> <p>Using the baseline, individual growth targets will be set by the building administrator. Growth targets will be set by the building administrator at 65% of the appropriate grade level "State default Student Growth Target" indicated by the i-Ready product. The building administrator will ensure that the growth target will be rigorous and comparable across classrooms. An increase from the student initial scale score above the growth target will be considered growth on a summative assessment.</p> <p>Using the i-Ready Diagnostic Assessment, students will be given a post-test to establish growth.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting individual growth targets.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>85% or more of the students will show an increase from the student initial scale score at or above the growth target. (Once implemented the value added range: 87% or more of the students achieve or exceed the target.)</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50% to 84% of the students will show an increase from the student initial scale score at or above the growth target. (Once implemented the value added range: 55% to 86% of the students will show an increase from the student initial scale score above the growth target)</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>22% to 49% of the students will show an increase from the student initial scale score at or above the growth target. (Once implemented the value added range: 22% to 54% of the students will show an increase from the student initial scale score above the growth target.)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-21% of the students will show an increase from the student initial scale score at or above the growth target. (Once implemented the value added range: 21% or less of the students will show an increase from the student initial scale score above the growth target)</p>

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment

7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	i-Ready Diagnostic 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Using the i-Ready Diagnostic Assessment, students will be given a pre-test to establish a baseline data point.</p> <p>Using the baseline, individual growth targets will be set by the building administrator. Growth targets will be set by the building principal or designee at 65% of the appropriate grade level "State default Student Growth Target" indicated by the i-Ready product. The building administrator will ensure that the growth target will be rigorous and comparable across classrooms. An increase from the student initial scale score above the growth target will be considered growth on a summative assessment.</p> <p>Using the i-Ready Diagnostic Assessment, students will be given a post-test to establish growth.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting individual growth targets.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>85% or more of the students will show an increase from the student initial scale score at or above the growth target. (Once implemented the value added range: 87% or more of the students achieve or exceed the target.)</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50% to 84% of the students will show an increase from the student initial scale score at or above the growth target. (Once implemented the value added range: 55% to 86% of the students will show an increase from the student initial scale score above the growth target)</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>22% to 49% of the students will show an increase from the student initial scale score at or above the growth target. (Once implemented the value added range: 22% to 54% of the students will show an increase from the student initial scale score above the growth target.)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-21% of the students will show an increase from the student initial scale score at or above the growth target. (Once implemented the value added range: 21% or less of the students will show an increase from the student initial scale score above the growth target)</p>

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
1	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
2	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
3	4) State-approved 3rd party assessments	i-Ready Diagnostic 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.	<p>Using the i-Ready Diagnostic Assessment, students will be given a pre-test to establish a baseline data point.</p> <p>Using the baseline, individual growth targets will be set by the building administrator. Growth targets will be set by the building principal or designee at 65% of the appropriate grade level "State default Student Growth Target" indicated by the i-Ready product. The building administrator will ensure that the growth target will be rigorous and comparable across classrooms. An increase from the student initial scale score above the growth target will be considered growth on a summative assessment.</p> <p>Using the i-Ready Diagnostic Assessment, students will be given a post-test to establish growth.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting individual growth targets.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students will show an increase from the student initial scale score at or above the growth target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 84% of the students will show an increase from the student initial scale score at or above the growth target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22% to 49% of the students will show an increase from the student initial scale score at or above the growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21% of the students will show an increase from the student initial scale score at or above the growth target.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
1	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
2	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
3	4) State-approved 3rd party assessments	i-Ready Diagnostic 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.	<p>Using the i-Ready Diagnostic Assessment, students will be given a pre-test to establish a baseline data point.</p> <p>Using the baseline, individual growth targets will be set by the building administrator. Growth targets will be set by the building principal or designee at 65% of the appropriate grade level "State default Student Growth Target" indicated by the i-Ready product. The building administrator will ensure that the growth target will be rigorous and comparable across classrooms. An increase from the student initial scale score above the growth target will be considered growth on a summative assessment.</p> <p>Using the i-Ready Diagnostic Assessment, students will be given a post-test to establish growth.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting individual growth targets.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students will show an increase from the student initial scale score at or above the growth target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 84% of the students will show an increase from the student initial scale score at or above the growth target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	22% to 49% of the students will show an increase from the student initial scale score at or above the growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21% of the students will show an increase from the student initial scale score at or above the growth target.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	NA - Common Branch
7	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
8	6(ii) School wide measure computed locally	i-Ready Diagnostic 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.	<p>For Grade 7 & 8: Using the i-Ready Diagnostic Assessment as a school-wide measure using school-wide results, students will be given a pre-test to establish a baseline data point.</p> <p>Using the baseline, individual growth targets will be set by the building administrator. Growth targets will be set by the building principal or designee at 65% of the appropriate grade level "State default Student Growth Target" indicated by the i-Ready product. The building administrator will ensure that the growth target will be rigorous and comparable across classrooms. An increase from the student initial scale score above the growth target will be considered growth on a summative assessment.</p> <p>Using the i-Ready Diagnostic Assessment, students will be given a post-test to establish growth.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting individual growth targets.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students will show an increase from the student initial scale score at or above the growth target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 84% of the students will show an increase from the student initial scale score at or above the growth target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22% to 49% of the students will show an increase from the student initial scale score at or above the growth target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21% of the students will show an increase from the student initial scale score at or above the growth target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	NA - Common Branch
7	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
8	6(ii) School wide measure computed locally	i-Ready Diagnostic 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.

<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>Using the i-Ready Diagnostic Assessment as a school-wide measure using school-wide results, students will be given a pre-test to establish a baseline data point.</p> <p>Using the baseline, individual growth targets will be set by the building administrator. Growth targets will be set by the building principal or designee at 65% of the appropriate grade level "State default Student Growth Target" indicated by the i-Ready product. The building administrator will ensure that the growth target will be rigorous and comparable across classrooms. An increase from the student initial scale score above the growth target will be considered growth on a summative assessment.</p> <p>Using the i-Ready Diagnostic Assessment, students will be given a post-test to establish growth.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting individual growth targets.</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% or more of the students will show an increase from the student initial scale score at or above the growth target.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50% to 84% of the students will show an increase from the student initial scale score at or above the growth target.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>22% to 49% of the students will show an increase from the student initial scale score at or above the growth target.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-21% of the students will show an increase from the student initial scale score at or above the growth target.</p>

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Elmsford Developed Grade 9 Vocabulary Assessment

Global 2	6(ii) School wide measure computed locally	Elmsford Developed Grade 10 Vocabulary Assessment
American History	6(ii) School wide measure computed locally	Elmsford Developed Grade 11 Vocabulary Assessment

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

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

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>Teachers will use a school-wide measure based on grade level results in an Elmsford Developed Grade Specific Vocabulary Assessment, students will be given a pre-test to establish a baseline data point.</p> <p>Using the baseline, individual growth targets will be set by the building administrator based on the Elmsford Growth Chart.</p> <p>Using an Elmsford Developed Grade Specific Vocabulary Assessment, students will be given a post-test to establish growth.</p> <p>The building administrator will assign HEDI points based on the percentage of students school-wide within a grade level meeting individual growth targets.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 84% of the students achieve or exceed the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22% to 49% of the students achieve or exceed the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21% of the students achieve or exceed the growth target.

3.9) High School Science

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Living Environment	6(ii) School wide measure computed locally	Elmsford Developed Grade 9 Vocabulary Assessment
Earth Science	6(ii) School wide measure computed locally	Elmsford Developed Grade 8 Vocabulary Assessment
Chemistry	6(ii) School wide measure computed locally	Elmsford Developed Grade 10 Vocabulary Assessment
Physics	6(ii) School wide measure computed locally	Elmsford Developed Grade 11 Vocabulary Assessment

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

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

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>Teachers will use a school-wide measure based on grade level results in an Elmsford Developed Grade Specific Vocabulary Assessment, students will be given a pre-test to establish a baseline data point.</p> <p>Using the baseline, individual growth targets will be set by the building administrator based on the Elmsford Growth Chart.</p> <p>Using an Elmsford Developed Grade Specific Vocabulary Assessment, students will be given a post-test to establish growth.</p> <p>The building administrator will assign HEDI points based on the percentage of students school-wide within a grade level meeting individual growth targets.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 84% of the students achieve or exceed the target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22% to 49% of the students achieve or exceed the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21% of the students achieve or exceed the growth target.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Elmsford Developed Grade 9 Vocabulary Assessment
Geometry	6(ii) School wide measure computed locally	Elmsford Developed Grade 10 Vocabulary Assessment
Algebra 2	6(ii) School wide measure computed locally	Elmsford Developed Grade 11 Vocabulary Assessment

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

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

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

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>Teachers will use a school-wide measure based on grade level results in an Elmsford Developed Grade Specific Vocabulary Assessment, students will be given a pre-test to establish a baseline data point.</p> <p>Using the baseline, individual growth targets will be set by the building administrator based on the Elmsford Growth Chart.</p> <p>Using an Elmsford Developed Grade Specific Vocabulary Assessment, students will be given a post-test to establish growth.</p> <p>The building administrator will assign HEDI points based on the percentage of students school-wide within a grade level meeting individual growth targets.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 84% of the students achieve or exceed the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22% to 49% of the students achieve or exceed the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21% of the students achieve or exceed the growth target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Elmsford Developed Grade 9 Vocabulary Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Elmsford Developed Grade 10 Vocabulary Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Elmsford Developed Grade 11 Vocabulary Assessment

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

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

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

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>Teachers will use a school-wide measure based on grade level results in an Elmsford Developed Grade Specific Vocabulary Assessment, students will be given a pre-test to establish a baseline data point.</p> <p>Using the baseline, individual growth targets will be set by the building administrator based on the Elmsford Growth Chart.</p> <p>Using an Elmsford Developed Grade Specific Vocabulary Assessment, students will be given a post-test to establish growth.</p> <p>The building administrator will assign HEDI points based on the percentage of students school-wide within a grade level meeting individual growth targets.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of the students achieve or exceed the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% to 84% of the students achieve or exceed the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22% to 49% of the students achieve or exceed the target.

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

0-21% of the students achieve or exceed the growth target.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses K-6 not listed	6(ii) School wide measure computed locally	i-Ready Diagnostic Assessment
All other courses 7-12 not listed	6(ii) School wide measure computed locally	Elmsford Developed Grade Level Vocabulary Assessment
Music K-6	7) Student Learning Objectives	Elmsford Developed Grade Level Course Specific Assessment
Library K-6	7) Student Learning Objectives	Elmsford Developed Grade Level Course Specific Assessment
Band 4-6	7) Student Learning Objectives	Elmsford Developed Grade Level Course Specific Assessment
PE K-6	7) Student Learning Objectives	Elmsford Developed Grade Level Course Specific Assessment
Art K-6	7) Student Learning Objectives	Elmsford Developed Grade Level Course Specific 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.

For Non i-Ready:
 Using an Elmsford Developed Grade and Course Specific Assessment, students will be given a pre-test to establish a baseline data point.
 Using the baseline, class-wide growth targets will be set by the building administrator based on the Elmsford Growth Chart.
 Using an Elmsford Developed Grade and Course Specific Assessment, students will be given a post-test to establish growth.
 The building administrator will assign HEDI points based on the percentage of students meeting individual growth targets.
 For courses using a school-wide measure within a grade level for an Elmsford developed grade specific vocabulary assessment students will be given a pre-test to establish a baseline data point.
 Using the baseline, individual growth targets will be set by the building administrator based on the Elmsford Growth Chart.
 Using an Elmsford Developed Grade Specific Vocabulary

Assessment, students will be given a post-test to establish growth.
The building administrator will assign HEDI points based on the percentage of students school-wide within a grade level meeting individual growth targets.

For i-Ready:
For students taking iReady, we will be using a school-wide measure based on school-wide results.
Using the i-Ready Diagnostic Assessment, students will be given a pre-test to establish a baseline data point.
Using the baseline, individual growth targets will be set by the building administrator. Growth targets will be set by the building principal or designee at 65% of the appropriate grade level "State default Student Growth Target" indicated by the i-Ready product. The building administrator will ensure that the growth target will be rigorous and comparable across classrooms. An increase from the student initial scale score meeting or exceeding the growth target will be considered growth on a summative assessment.

Using the i-Ready Diagnostic Assessment, students will be given a post-test to establish growth.
The building administrator will assign HEDI points based on the percentage of students meeting or exceeding individual growth targets.

For other courses 7-12 not listed, we will be using a school-wide measure based on school-wide results of the grade specific Elmsford developed vocabulary assessment. HEDI points based on the percentage of students meeting or exceeding individual growth targets.

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

For Non i-Ready:
85% or more of the students achieve or exceed the target.

For i-Ready:
85% or more of the students will show an increase from the student initial scale score above the growth target.

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

For Non i-Ready:
50% to 84% of the students achieve or exceed the target.

For i-Ready:
50% to 84% of the students will show an increase from the student initial scale score above the growth target.

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

For Non i-Ready:
22% to 49% of the students achieve or exceed the target.

For i-Ready:
22% to 49% of the students will show an increase from the student initial scale score above the growth target.

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

For Non i-Ready:
0-21% of the students achieve or exceed the growth target.

For i-Ready:
0-21% of the students will show an increase from the student initial scale score above the growth target.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/571111-y92vNseFa4/Growth Charts 3.13_1.docx

3.14) Locally Developed Controls

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

The district is not planning to allow any controls or adjustments based on academic history, student disability, English language proficiency or poverty at this time.

3.15) Teachers with More Than One Locally Selected Measure

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

When considering multiple locally selected measures, the District will count the total number of students (across the multiple locally selected measures) that met the locally selected target, divided by the total number of students (across the multiple locally selected measures) in the assigned populations (within the locally selected measures) to determine a percentage to assign HEDI points.

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	Checked

3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent. Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, December 12, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)

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

(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Commissioner's regulation requires that each teacher receives multiple classroom observations and is evaluated annually on the NYS Teaching Standards using an approved rubric. The District selected and negotiated Danielson's Framework for Teaching (2007) as the tool to measure teacher performance.

Based on multiple observations and the evidence collected throughout, the weighting of each domain and component is guided by the

"Elmsford Danielson HEDI Chart 4.5." Components observed more than once will have their ratings averaged. Standard rounding rules will be applied to each component score to obtain the final value.

In utilizing the rubric, for each component, full credit will be given to the teacher for each '4'. Twenty five (25%) percent of the available credit is awarded for a '1'. For a '2' the teacher earns 65% (0.65) and for a rubric rating of '3' the teacher receives 90% (0.9) of the points available. Rounding of decimals will only be applied to each domain, any decimal value greater than .49 will be rounded up to the nearest point and anything less than .50 will be rounded down to the nearest point. The resulting whole number values for each domain will be combined into a point total. If a teacher receives a score of 1 (Ineffective) for all 22 components, their overall score for Other Measures of Effectiveness will be 0. Subsequently, no rounding will be done at the 'total' level and thus rounding will not allow for movement between HEDI categories.

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

assets/survey-uploads/12179/571112-eka9yMJ855/Elmsford Danielson HEDI Chart 4.5.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.	Overall performance and results exceed NYS Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet NYS Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet NYS Teaching Standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet NYS Teaching Standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	50-57
Developing	41-49
Ineffective	0-40

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, November 08, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	58-60
Effective	50-57
Developing	41-49
Ineffective	0-40

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, December 12, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/571114-Df0w3Xx5v6/Elmsford Teacher Improvement Plan Form 6.2.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:

I. Any eligible teacher who receives an overall composite rating of “ineffective” (other than for a second consecutive time, see II below), may appeal such a determination to the Superintendent of Schools within fifteen (15) days after the receipt of a written annual evaluation reflecting such a rating or a teacher improvement plan. No ratings of developing effective or highly effective may be appealed. An appeal is deemed commenced when this form is completed, signed by the eligible teacher and hand delivered to the Office of the Superintendent.

A. Terms used in this Procedure/Form include the following:

1. “Eligible Teacher” shall mean a tenured classroom teacher as the “class room teacher” as defined in the Regulations of the Commissioner of Education.
2. “Days” shall mean calendar days.
3. And Academic Senate shall mean a group comprised of an equal number of members of the Administration and Association chosen respectively by each unit.

B. Complete the appropriate section or sections below articulating in detail the specific reasons for this appeal. Should additional detail require room beyond the space provided please attach additional sheets and reference below that additional sheets are attached. You may attach copies of relevant documents in support of your appeal. No additional information may be submitted once an appeal is commenced. The only grounds for appeal are these set forth below. An eligible teacher filing an appeal shall have the burden of establishing the basis for the appeal and providing the justification for a change in the rating. While you may reference more than one (1) of the grounds set forth below as supporting the appeal, you may not bring multiple appeals referencing the same annual performance review. A copy of your appeal must be delivered to the Administrator whose determination is being appealed.

Ground 1: Appeal the substance of the annual professional performance review

Ground 2: Appeal the School District’s adherence to the standards and methodologies required for APPRs pursuant to Section 3012-c of the Education Law

Ground 3: Appeal the School Districts adherence to the Regulations of the Commissioner of Education

Ground 4: Appeal the School Districts compliance with any applicable locally negotiated procedures

C. Employee Information

1. Name: _____

2. Tenure Area: _____

3. Date Employment Commenced with the District: _____

4. Current Assignment: _____

D. Within thirty (30) calendar days of the commencement of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, with the respect to the appeal. Failure to issue a timely determination is an acknowledgement that the appeal has been granted. The remainder of the appeals process will be timely and expeditious and in compliance with NYS education law section 3012-c.

The determination of the Superintendent or his/her designee will be forwarded to the eligible teacher filing the appeal at the address noted below within the time frame referenced above and will not be subject to further review either through a grievance procedure or arbitration.

I affirm that a copy of this appeal and all evidence submitted herewith has been provided to the administrator whose determination is being appealed.

Dated: _____, 201__

Name (Please Print)

Signature

Address

DATE AND TIME RECEIVED BY THE OFFICE ____ a.m.

OF THE SUPERINTENDENT OF SCHOOLS ____ p.m.

Time: _____

Date: _____, 201__

RECEIVED BY: _____

PROCEDURE FOR APPEALS OF A SECOND INEFFECTIVE RATING ONLY

II. An appeal by an eligible teacher of an ineffective rating for a second consecutive time shall be subject to the following procedure.

A. Appeals by an eligible teacher are limited in scope to only to the following subjects:

- 1) The substance of the annual professional performance review;

- 2) The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
 - 3) The District's adherence to the Commissioner's regulations, as applicable to such reviews;
 - 4) The District's compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews; and
 - 5) The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.
- B. An eligible teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- C. In such an appeal, the teacher has the burden of establishing the basis for the appeal and providing the justification for a change in the rating.
- D. Any appeal must be submitted to the Superintendent in writing no later than 15 calendar days of the date when the teacher receives his/her annual professional performance review. A copy must be forwarded to the Administrator issuing the APPR. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal together with any supporting documents. Any information not submitted at the time the appeal is filed shall not be considered.
- E. Within 10 calendar days of receipt of an appeal of the APPR or improvement plan, the District must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response, and any and all additional information submitted with the response, at the same time the response is filed with the Superintendent. The teacher shall have the right to reply in writing to the response within five (5) calendar days.
- F. Upon receipt of the submission of the District's response to the appeal, the Superintendent and the Association shall convene an Academic Senate to review the appeal of the teacher as well as the response of the District and any reply. The Academic Senate may request additional information to assist in the determination of the appeal. Within thirty (30) days upon receipt of the District's response to the appeal, the Academic Senate shall issue a written determination addressing the issues raised in the appeal. A copy of such decision shall be forwarded to the teacher filing the appeal and the District.
- G. If the Academic Senate arrives at a tie, the final decision will rest on a qualified hearing officer. The decision of the hearing officer/arbitrator selected shall make a final and binding decision upon the appeal of the APPR evaluation. The Superintendent and the Association president shall contact the arbitrator for availability and assign the case to such arbitrator within 10 calendar days of the date that the tie was reached, by forwarding the written submissions, the Academic Senate determination and a copy of the APPR plan. The arbitrator selected shall issue a binding decision within 30 calendar days of the notice of appointment.
- H. In the event that the District then proceeds to a probable cause finding and determines to conduct such a disciplinary arbitration, the arbitrator who ruled upon the appeal shall be jointly selected by the teacher and the district to be the hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the teacher to challenge said evaluation in any proceeding brought so long as the identical issue wasn't resolved in the appeal or clearly should have been presented in the appeal but was not.
- I. In order to take advantage of the procedure outlined above, the tenured teacher must consent in writing at the time of the filing of his/her appeal to the use of the academic senate outlined above should the District proceed to find probable cause. Any such consent shall be signed off on by a representative of the Elmsford Teachers Association and must be filed with the appeal. If the teacher is unwilling to do so, the appeal of a second ineffective shall cease at the level of the Superintendent and no right to a second tier appeal shall exist.
- J. This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to an APPR and/or improvement plan. A teacher may not resort to any other contractual grievance procedure or arbitration of any kind for the resolution of challenges and appeals related to an APPR and/or improvement plan.
- K. Alternative: Any proceeding commenced by the District against an eligible teacher related to a second consecutive ineffective rating shall follow in all respects the mandates of the Commissioner's Regulations related thereto except that the SED forms shall not be filed with the Commissioner of Education and instead will be filed with the arbitrator selected through this procedure together with a notice of appointment from the District Clerk. The total cost of the arbitrator together with cost of any transcript shall be shared 50% by the District and 50% by the Association.
- L. The provisions set forth above shall not alter or affect the rights and obligations of the District or probationary teachers pursuant to Section 3031 of the New York State Education Law.

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

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

Duration and Nature of Training Provided to Evaluators and Lead Evaluators

A. The "lead evaluator" is the administrator who is primarily responsible for a teacher's or principal's/instructional administrator's APPR composite rating under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher or principal/instructional administrator.

B. All evaluators shall successfully complete a training course that meets the nine (9) minimum requirements prescribed in 30-2.9b of the Regents rules. Such training shall include application and use of the State-approved teacher and principal/instructional administrator practice rubric(s) selected for use in evaluations and be no less than 15 hours.

C. To be deemed a district certified lead evaluator one must successfully complete a training course meeting the minimum requirements prescribed in the law and regulations. Topics will include: New York State Teaching Standards and Evidence Based Observation, Creating Continuous Improvement Cycles, Creating a Framework for Developing Effective Student Learning Objectives, Evidence Based Observation Protocols and Exploration of the Growth Value Added Model, and Writing Quality Student Learning Objectives. Training on these topics takes place ongoing throughout the year.

D. The District's process of ensuring that lead evaluators maintain inter-rater reliability over time include one or more of the following strategies: (1) Data analysis to detect disparities on the part of one or more evaluators; (2) periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal; or (3) annual calibration sessions across evaluators.

E. Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations there under, as long as such training is successfully completed prior to completion of the annual professional performance review.

F. The Elmsford UFSD will fully participate in a periodic recertification process, totaling no less than 5 hours, for all evaluators and lead evaluators of principals and teachers.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.

Checked

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

Created Tuesday, April 30, 2013

Updated Tuesday, January 07, 2014

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.

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

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

2-6
7-12
(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(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
PK-1	State-approved 3rd party assessment	i-Ready Diagnostic 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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

<p>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.</p>	<p>Using the i-Ready Diagnostic Assessment, students will be given a pre-test to establish a baseline data point.</p> <p>Using the baseline, individual growth targets will be set by the building administrator.</p> <p>Growth targets will be set by the building principal or designee at 65% of the appropriate grade level "State default Student Growth Target" indicated by the i-Ready product. The building administrator's supervisor will ensure that the growth target will be rigorous and comparable across classrooms. An increase from the student initial scale score above the growth target will be considered growth on a summative assessment.</p> <p>Using the i-Ready Diagnostic Assessment, students will be given a post-test to establish growth.</p> <p>The building administrator will assign HEDI points based on the percentage of students meeting individual growth targets.</p>
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Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85% or more of the students will show an increase from the student initial scale score at or above the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	50% to 84% of the students will show an increase from the student initial scale score at or above the growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	22% to 49% of the students will show an increase from the student initial scale score at or above the growth target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-21% of the students will show an increase from the student initial scale score at or above the growth target.

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

assets/survey-uploads/12156/571115-lha0DogRNw/Elmsford HEDI Chart VA 7.3.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

The district is not planning to allow any controls or adjustments based on academic history, student disability, English language proficiency or poverty at this time.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, January 15, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
2-6	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment
7-12	(d) measures used by district for teacher evaluation	Elmsford developed grade specific vocabulary 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Since there is only one principal that supervises both the PK-1 building and the 2-6 building a composite score will be determined across all grades K-6, using the i-Ready Diagnostic Assessment. The student results will be recorded at the district level.</p> <p>HEDI points will be allocated to a principal based on the percent of students showing growth of at least 65% of the "State default Student Growth Target" from pre-test to final assessment on the i-Ready Diagnostic Assessment. The building administrator's supervisor will ensure that the growth target will be rigorous and comparable across classrooms. An increase from the student initial scale score above the growth target will be considered growth on a summative assessment.</p> <p>The district administrator will assign the HEDI points.</p> <p>For Grades 7-12 a score will be determined using the Elmsford developed grade specific vocabulary assessment. The student results will be recorded at the district level.</p>
--	--

A pretest will be administered to determine baseline data. Individual targets will be established based on the Elmsford Growth Chart. A post test will be administered.

HEDI points will be allocated to a principal based on the percent of students showing growth on the post assessment (summative).

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

85% or more of the students will show an increase from the student initial scale score above the growth target. (If approved the value added range: 87% or more of the students achieve or exceed the target.)

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

50% to 84% of the students will show an increase from the student initial scale score above the growth target. (If approved the value added range: 55% to 86% of the students will show an increase from the student initial scale score above the growth target)

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

22% to 49% of the students will show an increase from the student initial scale score above the growth target. (If approved the value added range: 22% to 54% of the students will show an increase from the student initial scale score above the growth target.)

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

0-21% of the students will show an increase from the student initial scale score above the growth target. (If approved the value added range: 21% or less of the students will show an increase from the student initial scale score above the growth target)

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

(No response)

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

assets/survey-uploads/12190/571116-qBFVOWF7fC/Elmsford HEDI Chart VA 8.1.docx

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-1	(d) measures used by district for teacher evaluation	i-Ready Diagnostic 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Since there is only one principal that supervises both the PK-1 building and the 2-6 building a composite score will be determined across all grades K-6, using the i-Ready Diagnostic Assessment. The student results will be recorded at the district level.</p> <p>HEDI points will be allocated to a principal based on the percent of students showing growth of at least 65% of the "State default Student Growth Target" from pre-test to final assessment on the i-Ready Diagnostic Assessment. The building administrator's supervisor will ensure that the growth target will be rigorous and comparable across classrooms. An increase from the student</p>
--	---

initial scale score above the growth target will be considered growth on a summative assessment.

The district administrator will assign the HEDI points.

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

85% or more of the students will show an increase from the student initial scale score above the growth target.

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

50% to 84% of the students will show an increase from the student initial scale score above the growth target.

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

22% to 49% of the students will show an increase from the student initial scale score above the growth target.

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

0-21% of the students will show an increase from the student initial scale score above the growth target.

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

[assets/survey-uploads/12190/571116-pi29aiX4bL/Elmsford HEDI Chart VA 8.2.docx](#)

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

(No response)

8.3) Locally Developed Controls

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

The district is not planning to allow any controls or adjustments based on academic history, student disability, English language proficiency or poverty at this time.

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.

The district will use the combined percentage of students K-6 showing growth of at least 65% of the state student growth target from pre-test to final assessment on the i-Ready diagnostic assessment.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances | Assure that the application of locally developed controls will be rigorous, fair, and transparent

Check

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, January 07, 2014

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9.1) Principal Practice Rubric

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

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

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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
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9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
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K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
---	---------------

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Commissioner's regulation requires that each principal receives multiple observations and is evaluated annually using an approved rubric. The District selected and negotiated Multidimensional Principal Performance Rubric as the tool to measure principal performance. Based on multiple school visits and the evidence collected the weighting of each domain and component is guided by the "Elmsford MPPR HEDI Chart 9.7".

In utilizing the rubric, for each component, full credit will be given to the principal for each '4'. Twenty five (25%) percent of the available credit is awarded for a '1'. For a '2' the teacher earns 65% (0.65) and for a rubric rating of '3' the teacher receives 90% (0.9) of the points available. Rounding of decimals will only be applied to each domain, any decimal value greater than .49 will be rounded up to the nearest point and anything less than .50 will be rounded down to the nearest point. The resulting whole number values for each domain will be combined into a point total. A principal that receives a rating of '1' in all components will receive an overall score or '0' on Other Measures of Effectiveness. Subsequently, no rounding will be done at the 'total' level and thus rounding will not allow for movement between HEDI categories.

As part of the process, principals are asked to conduct a self-reflection by completing and submitting the MPPR to their lead evaluator for review. The lead evaluator will host a conference with the principal to agree on point values. The self-evaluation counts for 20 of the possible 60 rubric points, while the remaining 40 are designated by the lead evaluator (Superintendent or designee).

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

assets/survey-uploads/12205/571117-pMADJ4gk6R/Elmsford MPPR HEDI Chart 9.7_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 standards.	Principal scores total composite of 58-60 on other measures sub-component.
Effective: Overall performance and results meet standards.	Principal scores total composite of 50-57 on other measures sub-component.
Developing: Overall performance and results need improvement in order to meet standards.	Principal scores total composite of 41-49 on other measures sub-component.
Ineffective: Overall performance and results do not meet standards.	Principal scores total composite of 0-40 on other measures sub-component.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	50-57
Developing	41-49
Ineffective	0-40

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, November 08, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	58-60
Effective	50-57
Developing	41-49
Ineffective	0-40

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, December 12, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/571119-Df0w3Xx5v6/Elmsford Principal Improvement Plan Form 11.2_1.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:

ELMSFORD UNION FREE SCHOOL DISTRICT
APPR Appeal Procedure/Form

I. Any eligible principal who receives an overall composite rating of “ineffective” (other than for a second consecutive time, see II below), may appeal such a determination to the Superintendent of Schools within fifteen (15) days after the receipt of a written annual evaluation reflecting such a rating or a principal improvement plan. No ratings of developing effective or highly effective may be appealed. An appeal is deemed commenced when this form is completed, signed by the eligible principal and hand delivered to the Office of the Superintendent.

A. Terms used in this Procedure/Form include the following:

1. “Eligible principal ” shall mean a tenured building principal as the “building principal ” as defined in the Regulations of the Commissioner of Education.

2. “Days” shall mean calendar days.

3. And Academic Senate shall mean a group comprised of an equal number of members of the Administration and Association chosen respectively by each unit.

B. Complete the appropriate section or sections below articulating in detail the specific reasons for this appeal. Should additional detail require room beyond the space provided please attach additional sheets and reference below that additional sheets are attached. You may attach copies of relevant documents in support of your appeal. No additional information may be submitted once an appeal is commenced. The only grounds for appeal are these set forth below. An eligible principal filing an appeal shall have the burden of establishing the basis for the appeal and providing the justification for a change in the rating. While you may reference more than one (1) of the grounds set forth below as supporting the appeal, you may not bring multiple appeals referencing the same annual performance review. A copy of your appeal must be delivered to the Administrator whose determination is being appealed.

Ground 1: Appeal the substance of the annual professional performance review

Ground 2: Appeal the School District’s adherence to the standards and methodologies required for APPRs pursuant to Section 3012-c of the Education Law

Ground 3: Appeal the School Districts adherence to the Regulations of the Commissioner of Education

Ground 4: Appeal the School Districts compliance with any applicable locally negotiated procedures

C. Employee Information

1. Name: _____

2. Tenure Area: _____

3. Date Employment Commenced with the District: _____

4. Current Assignment: _____

D. Within thirty (30) calendar days of the commencement of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, with the respect to the appeal. Failure to issue a timely determination is an acknowledgement that the appeal has been granted. The remainder of the appeals process will be timely and expeditious and in compliance with NYS education law section 3012-c.

The determination of the Superintendent or his/her designee will be forwarded to the eligible principal filing the appeal at the address noted below within the time frame referenced above and will not be subject to further review either through a grievance procedure or arbitration.

I affirm that a copy of this appeal and all evidence submitted herewith has been provided to the administrator whose determination is being appealed.

Dated: _____, 20__

Name (Please Print)

Signature

Address

DATE AND TIME RECEIVED BY THE OFFICE ____ a.m.

OF THE SUPERINTENDENT OF SCHOOLS ____ p.m.

Time: _____

Date: _____, 201 ____

RECEIVED BY: _____

PROCEDURE FOR APPEALS OF A SECOND INEFFECTIVE RATING ONLY

II. An appeal by an eligible principal of an ineffective rating for a second consecutive time shall be subject to the following procedure.

A. Appeals by an eligible principal are limited in scope to only to the following subjects:

- 1) The substance of the annual professional performance review;
 - 2) The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
 - 3) The District's adherence to the Commissioner's regulations, as applicable to such reviews;
 - 4) The District's compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews; and
 - 5) The District's issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-c.
- B. An eligible principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- C. In such an appeal, the principal has the burden of establishing the basis for the appeal and providing the justification for a change in the rating.
- D. Any appeal must be submitted to the Superintendent in writing no later than 15 calendar days of the date when the principal receives his/her annual professional performance review. A copy must be forwarded to the Administrator issuing the APPR. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal together with any supporting documents. Any information not submitted at the time the appeal is filed shall not be considered.
- E. Within 10 calendar days of receipt of an appeal of the APPR or improvement plan, the District must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response, and any and all additional information submitted with the response, at the same time the response is filed with the Superintendent. The principal shall have the right to reply in writing to the response within five (5) calendar days.
- F. Upon receipt of the submission of the District's response to the appeal, the Superintendent and the Association shall convene an Academic Senate to review the appeal of the principal as well as the response of the District and any reply. The Academic Senate may request additional information to assist in the determination of the appeal. Within thirty (30) days upon receipt of the District's response to the appeal, the Academic Senate shall issue a written determination addressing the issues raised in the appeal. A copy of such decision shall be forwarded to the principal filing the appeal and the District.
- G. If the Academic Senate arrives at a tie, the final decision will rest on a qualified hearing officer. The decision of the hearing officer/arbitrator selected shall make a final and binding decision upon the appeal of the APPR evaluation. The Superintendent and the Association president shall contact the arbitrator for availability and assign the case to such arbitrator within 10 calendar days of the date that the tie was reached, by forwarding the written submissions, the Academic Senate determination and a copy of the APPR plan. The arbitrator selected shall issue a binding decision within 30 calendar days of the notice of appointment.
- H. In the event that the District then proceeds to a probable cause finding and determines to conduct such a disciplinary arbitration, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the principal to challenge said evaluation in any proceeding brought, so long as the identical issue wasn't resolved in the appeal or clearly should have been presented in the appeal but was not.
- I. In order to take advantage of the procedure outlined above, the tenured principal must consent in writing at the time of the filing of his/her appeal to the use of the academic senate outlined above should the District proceed to find probable cause. Any such consent shall be signed off on by a representative of the Elmsford Administrators Association and must be filed with the appeal. If the principal is unwilling to do so, the appeal of a second ineffective shall cease at the level of the Superintendent and no right to a second tier appeal shall exist.
- J. This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to an APPR and/or improvement plan. A principal may not resort to any other contractual grievance procedure or arbitration of any kind for the resolution of challenges and appeals related to an APPR and/or improvement plan.
- K. Alternative: Any proceeding commenced by the District against an eligible principal related to a second consecutive ineffective rating shall follow in all respects the Commissioner's Regulations related thereto except that the SED forms shall not be filed with the Commissioner of Education and instead will be filed with the arbitrator selected through this procedure together with a notice of appointment from the District Clerk. The total cost of the arbitrator together with cost of any transcript shall be shared 50% by the District and 50% by the Association.
- L. The provisions set forth above shall not alter or affect the rights and obligations of the District or probationary principal pursuant to Section 3031 of the New York State Education Law.

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

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

Duration and Nature of Training Provided to Evaluators and Lead Evaluators

- A. The "lead evaluator" is the administrator who is primarily responsible for a teacher's or principal's/instructional administrator's APPR composite rating under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a teacher or principal/instructional administrator.
- B. All evaluators shall successfully complete a training course that meets the nine (9) minimum requirements prescribed in 30-2.9b of the Regents regulations. Such training shall include application and use of the State-approved teacher and principal/instructional administrator practice rubric(s) selected for use in evaluations and be no less than 15 hours.
- C. To be deemed a district certified lead evaluator one must successfully complete a training course meeting the minimum requirements prescribed in the law and regulations. Topics will include: New York State Teaching Standards and Evidence Based Observation, Creating Continuous Improvement Cycles, Creating a Framework for Developing Effective Student Learning Objectives, Evidence Based Observation Protocols and Exploration of the Growth Value Added Model, and Writing Quality Student Learning Objectives.
- D. The District's process of ensuring that lead evaluators maintain inter-rater reliability over time include one or more of the following strategies: (1) Data analysis to detect disparities on the part of one or more evaluators; (2) periodic comparisons of a lead evaluator's assessment with another evaluator's assessment of the same classroom teacher or building principal; or (3) annual calibration sessions across evaluators.
- E. Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations or school visits as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations there under, as long as such training is successfully completed prior to completion of the annual professional performance review.
- F. The Elmsford UFSD will fully participate in a periodic recertification process, totaling no less than 5 hours, for all evaluators and lead evaluators of principals and teachers.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
--	---------

11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
--	---------

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, January 16, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/571120-3Uqgn5g9Iu/Elmsford APPR Signatures.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.

EUFSD Target Chart

			Post-Assessment											
			1			2			3			4		
			0-54			55-64			65-84			85-100		
			Low	Med	High	Low	Med	High	Low	Med	High	Low	Med	High
			0-25	26-40	41-54	55-57	58-61	62-64	65-71	72-77	78-84	85-90	91-95	96-100
Pre-Assessment	1	Low	No	Yes	Yes	Yes			Yes			Yes		
		Med	No	No	Yes									
		High	No	No	No									
	2	Low	No			No	Yes	Yes	Yes			Yes		
		Med				No	No	Yes						
		High				No	No	No						
	3	Low	No			No			Yes			Yes		
		Med												
		High												
	4	Low	No			No			No			Yes		
		Med												
		High												

When applying this chart to NYS 3-8 assessments, the low, middle and high ranges will be determined by dividing the scale score range for each rubric score (1-4) into 3 equal parts. The lowest third of each rubric range will be assigned as 'Low'. The middle third will be assigned as 'Med'. The highest third of each will be assigned as 'High'.

HEDI Chart Based on 20 points

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	94	89	84	80	76	72	68	64	60	56	52	49	44	37	32	28	24	21	12	5
95	90	85	81	77	73	69	65	61	57	53	50	45	38	33	29	25	22	13	6	0
H	H	H	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I

Elmsford UFSD District HEDI Chart

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	94	89	84	80	76	72	68	64	60	56	52	49	44	37	32	28	24	21	12	5
95	90	85	81	77	73	69	65	61	57	53	50	45	38	33	29	25	22	13	6	0
H	H	H	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I

Elmsford UFSD District HEDI Chart (Value Added):

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	93	86	79	74	69	64	59	54	46	40	34	28	21	14	7
94	87	80	75	70	65	60	55	47	41	35	29	22	15	8	0
H	H	E	E	E	E	E	E	D	D	D	D	D	I	I	I

EUFSD Target Chart

			Post-Assessment											
			1			2			3			4		
			0-54			55-64			65-84			85-100		
			Low	Med	High	Low	Med	High	Low	Med	High	Low	Med	High
			0-25	26-40	41-54	55-57	58-61	62-64	65-71	72-77	78-84	85-90	91-95	96-100
Pre-Assessment	1	Low	No	Yes	Yes	Yes			Yes			Yes		
		Med	No	No	Yes									
		High	No	No	No									
	2	Low	No			No	Yes	Yes	Yes			Yes		
		Med				No	No	Yes						
		High				No	No	No						
	3	Low	No			No			Yes			Yes		
		Med												
		High												
	4	Low	No			No			No			Yes		
		Med												
		High												

Note: Growth on i-Ready assessments is based on demonstrating 65% of the expected growth as designated by the default 'Student Growth Targets' found in the settings of i-Ready. The building administrator will ensure that the growth target will be rigorous and comparable across classrooms. An increase from the student initial scale score above the growth target will be considered growth on a summative assessment.

HEDI Chart Based on 20 points

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	94	89	84	80	76	72	68	64	60	56	52	49	44	37	32	28	24	21	12	5
95	90	85	81	77	73	69	65	61	57	53	50	45	38	33	29	25	22	13	6	0
H	H	H	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I

Elmsford Union Free School District
 Danielson's Framework for Teaching (2007)
 Conversion Flow Chart

HEDI Bands

H=58-60

E=50-57

D=41-49

I=0-40

	Assigned Points	% of 60	Teacher Score
Domain 1: Planning and Preparation			
A. Knowledge of Content and Pedagogy	3	5.00%	
B. Knowledge of Students	2	3.33%	
C. Setting Instructional Outcomes	2	3.33%	
D. Knowledge of Resources	1	1.67%	
E. Designing Coherent Instruction	2	3.33%	
F. Designing Student Assessments	2	3.33%	
	12	20.00%	
Domain 2: Classroom Environment			
A. Respect and Rapport	3	5.00%	
B. Culture for Learning	3	5.00%	
C. Managing Classroom Procedures	2	3.33%	
D. Managing Student Behavior	3	5.00%	
E. Organizing Physical Space	1	1.67%	
	12	20.00%	
Domain 3: Instruction			
A. Communicating with Students	4	6.67%	
B. Questioning and Discussion Techniques	4	6.67%	
C. Engaging Students in Learning	4	6.67%	
D. Using Assessments in Instruction	4	6.67%	
E. Flexibility and Responsiveness	4	6.67%	
	20	33.33%	
Domain 4: Professional Responsibility			
A. Reflecting on Teaching	3	5.00%	
B. Maintaining Accurate Records	1	1.67%	
C. Communicating with Families	3	5.00%	
D. Participating in a PLC	3	5.00%	
E. Growing and Developing Professionally	3	5.00%	
F. Shows Professionalism	3	5.00%	
	16	26.67%	
Total	60	100.00%	



Teacher Improvement Plan (TIP)

Name: _____

Location: _____

Supervisor: _____

Date: _____

A. Circle area(s) for improvement

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibility

Examples include, but are not limited to the following:

Content Knowledge

Student Assessment

Preparation

Collaboration

Instructional Delivery

Reflection

Classroom Management

Technology

Student Development

Participation in Total Program

B. Expected outcomes of Improvement Plan - list specific goals

C. Steps for improvement (be specific)



ELMSFORD UNION FREE SCHOOL DISTRICT

Time line for improvement	Achieved (provide specific evidence)	More work needed (provide specific evidence)

Initial conference date:

Teacher's signature

Supervisors' signature

Evaluation conference date:

Teacher's signature

Supervisors' signature

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Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	94	89	84	80	76	72	68	64	60	56	52	49	44	37	32	28	24	21	12	5
95	90	85	81	77	73	69	65	61	57	53	50	45	38	33	29	25	22	13	6	0
H	H	H	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I

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Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	94	89	84	80	76	72	68	64	60	56	52	49	44	37	32	28	24	21	12	5
95	90	85	81	77	73	69	65	61	57	53	50	45	38	33	29	25	22	13	6	0
H	H	H	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I

Elmsford UFSD District HEDI Chart

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	94	89	84	80	76	72	68	64	60	56	52	49	44	37	32	28	24	21	12	5
95	90	85	81	77	73	69	65	61	57	53	50	45	38	33	29	25	22	13	6	0
H	H	H	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I

Elmsford UFSD District HEDI Chart (Value Added):

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	93	86	79	74	69	64	59	54	46	40	34	28	21	14	7
94	87	80	75	70	65	60	55	47	41	35	29	22	15	8	0
H	H	E	E	E	E	E	E	D	D	D	D	D	I	I	I

Elmsford Union Free School District
Multidimensional Principal Performance Rubric (MPPR)
HEDI Conversion Flow Chart

HEDI Bands

H=58-60

E=50-57

D=41-49

I=0-40

	Assigned Points	% of 60	Self-Evaluation Score	Principal's Score
Domain 1: Shared Vision of Learning				
A. Culture: Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	7	11.67%		
B. Sustainability: a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	3	5.00%		
	10	16.67%		
Domain 2: School Culture and Instructional Program				
A. Culture: attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders	2	3.33%		
B. Instructional Program: design and delivery of high quality curriculum that produces clear evidence of learning	2	3.33%		
C. Capacity Building: developing potential and tapping existing internal expertise to promote learning and improve practice.	2	3.33%		
D. Sustainability: a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	2	3.33%		
E. Strategic Planning Process: monitoring/inquiry the implementation and stewardship of goals, decisions and actions.	2	3.33%		
	10	16.67		
Domain 3: Safe, Efficient, Effective Learning Environment				
A. Capacity Building: developing potential and tapping existing internal expertise to promote learning and improve practice.	1	1.67%		
B. Culture: attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	2	3.33%		
C. Sustainability: a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	2	3.33%		
D. Instructional Program: design and delivery of high quality curriculum that produces clear evidence of learning.	2	3.33%		
	7	11.67%		

	Assigned Points	% of 60	Self-Evaluation Score	Principal's Score
Domain 4: Community				
A. Strategic Planning Process: Inquiry gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success.	2	3.33%		
B. Culture: attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	1	1.67%		
C. Sustainability: a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	1	1.67%		
D. Participating in a PLC	1	1.67%		
E. Growing and Developing Professionally	1	1.67%		
F. Shows Professionalism	1	1.67%		
	7	11.67%		
Domain 5: Integrity, Fairness, Ethics				
A. Sustainability: a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	1	1.67%		
B. Culture: attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	2	3.33%		
	3	5.00%		
Domain 6: Political, Social, Economic, Legal and Cultural Context				
A. Sustainability: a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	1	1.67%		
B. Culture: attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	1	1.67%		
C. Uncovering Goals: <ul style="list-style-type: none"> • Align • Define 	1	1.67%		
	3	5.00%		
	40	66.67%		2N /3 = _____
Self-Evaluation/Artifact Collection	20	33.33%	N /3 = _____	
Total	60	100.00%		



Principal Improvement Plan

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

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* on the MPPR rubric or the year-end evaluation (composite). Both the principal and the superintendent shall meet for an evaluation conference by no later than June 30th of the school year where the *developing or ineffective* MPPR evaluation is discussed and no later than 10 school days from the day a *developing or ineffective* composite score is issued. A PIP shall be designed by the principal and the superintendent in collaboration with the president of the *Elmsford Administrator's Association* (herein referred to as *E.A.A.*) or his/her designee over the course of the summer, consistent with the requirements and conditions set forth herein.

The PIP must be in place no later than 10 school days after the opening of classes in the school year following the school year for which the principal's performance is measured as *developing or ineffective*. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

The principal when receiving a rating of "developing" must be offered the opportunity for a peer mentor chosen from the *E.A.A.* If the principal received a rating of "ineffective" he/she must be offered the opportunity for an internal peer mentor or an independent outside mentor mutually agreed upon between the District and Association. The principal may select a mentor, with the approval of the Superintendent and the *E.A.A.* President or his/her designee. The mentor and the principal will collaborate biweekly during the first quarter. All dealings between the mentor and the principal will be confidential.

After the first quarter of principal/mentor collaboration, the Superintendent will assess the effectiveness of the intervention and the level of improvement, no later than November 30. Based on that assessment, the PIP may be adjusted appropriately and meetings between the Superintendent, Mentor and Principal will continue on a monthly basis during the second quarter. The principal must also during the school year be offered at least two professional development courses that are focused in specific areas of concern. The mentor must provide to the Superintendent, with a copy simultaneously sent to the Principal, a written mid-year progress report no later than January 3rd. The Superintendent will provide the Principal with a mid-year evaluation, no later than January 15th, that will include, but will not be limited to, a second half meeting schedule with the Superintendent that must consist of at least four (4) meetings, as well as clear written direction and guidance in regards to areas of concern. Each meeting will result in written documentation from the Superintendent to the Principal, no later than two (2) days after the meeting, detailing what was discussed and the guidance and suggestions offered, if any. The mentor must provide, in writing, an end of the year evaluation to the Superintendent, with a copy simultaneously sent to the Principal, no later than May 15th. The Superintendent must provide the Principal with his/her end of the year evaluation no later than June 15th. The culmination of the PIP will be communicated in writing to the principal. If at the end of the year the PIP goals are met or the administrator is rated "effective" the PIP will terminate. The Both parties will sign the PIP at the end of the school year.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the principal and the Superintendent in collaboration with the *E.A.A.* according to these guidelines for the subsequent school year.

The PIP must consist of the following components:

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



**ELMSFORD PUBLIC SCHOOLS
ELMSFORD, NEW YORK**

Principal Improvement Plan (PIP)

Name:

School:

Supervisor:

Date:

I. Circle area(s) for improvement

Shared Vision of Learning
School Culture and Instructional Program
Safe, Efficient, Effective Learning Environment
Community
Integrity, Fairness, Ethics
Political, Social, Economic, Legal and Cultural Context
Goal Setting and Attainment

II. Expected outcomes of Improvement Plan - list specific goals

III. Responsibilities (be specific)

Principal	Superintendent

IV. Resources and Activities (list specific needs/expectations)

V. Evidence of Achievement (provide specific evidence)

VI. Time line for Improvement	More work needed (provide specific evidence)

Initial conference date: _____

Principal's signature

Supervisors' signature

Evaluation conference date:

Principal's signature

Supervisors' signature

SAMPLE COMPONENTS OF A PRINCIPAL IMPROVEMENT PLAN

I. TARGETED GOALS: AREAS FOR IMPROVEMENT

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

II. EXPECTED OUTCOMES

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

III. RECOMMENDED RESOURCES/ACTIVITIES

1. List of specific activities related to targeted goals identified in Section I
 - a. List specific materials, people, workshop to be used to support the PIP
 - b. Identify the instrument or rubrics used to monitor progress
 - c. Danielson video or online PD (*Educational Impact or ASCD*)

IV. EVIDENCE OF ACHIEVEMENT

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

V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES

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

PIP Administrator

Date

Principal

Date

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

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

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

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

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

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

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

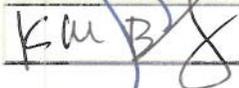
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators 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, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

 1/15/14

Teachers Union President Signature: Date:

 1/15/14

Administrative Union President Signature: Date:

 1/15/14

Board of Education President Signature: Date:

 1/15/14