



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

Commissioner of Education
President of the University of the State of New York
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January 7, 2013

Dr. Robert Feirsen, Superintendent
Garden City Union Free School District
56 Cathedral Avenue
Garden City, NY 11530

Dear Superintendent Feirsen:

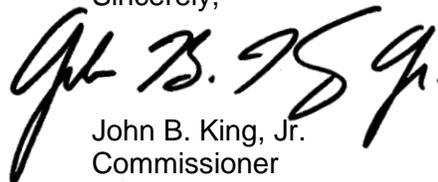
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Thomas Rogers

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, June 18, 2012

Updated Friday, December 21, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

280218030000

1.2) School District Name:

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

GARDEN CITY UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, May 04, 2012

Updated Wednesday, January 02, 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 for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
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2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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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	District created Garden City developed 6th grade science assessment
7	District, regional or BOCES-developed assessment	District created, Garden City developed 7th grade science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
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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	District created, Garden City developed 6th grade social studies assessment
7	District, regional or BOCES-developed assessment	District created, Garden City developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	District created, Garden City developed 8th grade social studies assessment

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

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

Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.

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

Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.

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

Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.

Developing (3 - 8 points) Results are below District goals for similar students.	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
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2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	District created, Garden City developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
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2.7) High School Science Regents Courses

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.</p>
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2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment

Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
Effective (9 - 17 points) Results meet District goals for similar students.	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
Developing (3 - 8 points) Results are below District goals for similar students.	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.

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	District created, Garden City developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District created, Garden City developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	New York State English Regents examination

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
Effective (9 - 17 points) Results meet District goals for similar students.	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.
Developing (3 - 8 points) Results are below District goals for similar students.	Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.

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

Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.

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
K-12 Physical Education	District, Regional or BOCES-developed	District created, Garden City developed physical education grade level assessments
K-12 Art	District, Regional or BOCES-developed	District created, Garden City developed art grade level assessments
K-12 Music	District, Regional or BOCES-developed	District created, Garden City developed music grade level assessments
Grades 2-5 Elementary Foreign Language	District, Regional or BOCES-developed	District created, Garden City developed FLES grade level assessments
Grades 6 and 7 Foreign Language	District, Regional or BOCES-developed	District created, Garden City developed foreign language grade level assessments
Grade 8 Foreign Language	District, Regional or BOCES-developed	Regional created Foreign Language Association of Chairpersons and Supervisors (FLACS) Checkpoint A exam
Grade 9 Foreign Language	District, Regional or BOCES-developed	District created, Garden City developed foreign language grade level assessments
Grade 10 Foreign Language	District, Regional or BOCES-developed	Regional created Foreign Language Association of Chairpersons and Supervisors (FLACS) Checkpoint B exam
Grades 11 and 12 Foreign Language	District, Regional or BOCES-developed	District created, Garden City developed foreign language grade level assessments
All Advanced Placement courses	District, Regional or BOCES-developed	District created, Garden City developed course-specific assessments
Health	District, Regional or BOCES-developed	District created, Garden City developed health assessment
Business	District, Regional or BOCES-developed	District created, Garden City developed course-specific business assessments
Grades 6-8 Home and Career Skills	District, Regional or BOCES-developed	District created, Garden City developed course-specific assessments
Grades 6-8 Technology	District, Regional or BOCES-developed	District created, Garden City developed course-specific assessments
Grade 6 Study Skills	State-approved 3rd party assessment	Grade 6 ELA Acuity

Elementary/middle school reading support	School/BOCES-wide/group/eam results based on State	New York State grade specific ELA assessments
Elementary/middle school math support	School/BOCES-wide/group/eam results based on State	New York State grade specific Math assessments
Library; Speech	School/BOCES-wide/group/eam results based on State	New York State grade specific ELA assessments
Computers; Talented Gifted	School/BOCES-wide/group/eam results based on State	New York State grade specific ELA assessments
Grades 9-12 reading support	School/BOCES-wide/group/eam results based on State	New York State grade specific ELA Regents

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

<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>Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands. For teachers using school-wide measures based on state assessments, the state-provided growth scores for ELA or math will be averaged together and converted to a 20 point score for the teachers in that building. We have also developed a 25-to-20 point conversion chart, as attached as part of the submission in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero,</p>

to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.

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

Using pretest scores and baseline data, teachers, with approval from the principal, will set growth targets for individual students. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to 2.11 for the Growth HEDI bands.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/125273-TXEttx9bQW/20 point HEDI SLO calculator and 25 to 20 point conversion chart.xlsx

2.12) Locally Developed Controls

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

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

Not applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, May 15, 2012

Updated Friday, January 04, 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.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using pretest scores and baseline data, teachers, with approval from the principal, will set class-wide growth percentile targets. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 15. For specific district adopted percentages, refer to the 3.3 HEDI tables.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to HEDI table in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to HEDI table in 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to HEDI table in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to HEDI table in 3.3

3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using pretest scores and baseline data, teachers, with approval from the principal, will set class-wide growth percentile targets. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 15. For specific district adopted percentages, refer to the 3.3 HEDI tables.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to HEDI table in 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer HEDI table in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer HEDI table in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer HEDI table in 3.3

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/129827-rhJdBgDruP/15 Point HEDI Calculator Revised 8-20-12_2.xlsx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	Acuity

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.	Using pretest scores and baseline data, teachers, with approval from the principal, will set class-wide achievement targets. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to the 3.3 HEDI tables.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	Acuity

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.	Using pretest scores and baseline data, teachers, with approval from the principal, will set class-wide achievement targets. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to the 3.13 HEDI tables.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Physical Setting/Earth Science Regents
7	6(ii) School wide measure computed locally	NYS Physical Setting/Earth Science Regents
8	6(ii) School wide measure computed locally	NYS Physical Setting/Earth Science Regents

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.	Using pretest scores and baseline data, teachers, with approval from the principal, all middle school science have class-wide achievement targets. Science teachers grades 6-8 will be assigned points based on the percentage of 8th grade students meeting the targets on the Earth Science Regents. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to the 3.13 HEDI tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Refer to 3.13 HEDI tables

for grade/subject.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	District created, Garden City developed 6th grade social studies assessment
7	5) District, regional, or BOCES–developed assessments	District created, Garden City developed 7th grade social studies assessment
8	5) District, regional, or BOCES–developed assessments	District created, Garden City developed 8th grade social studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using pretest scores and baseline data, teachers, with approval from the principal, will have class-wide achievement targets. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to the 3.13 HEDI tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Global History Geography Regents Examination
Global 2	6(ii) School wide measure computed locally	NYS Global History Geography Regents Examination
American History	6(ii) School wide measure computed locally	NYS U.S. History Government Regents Examination

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.	Using pretest scores and baseline data, teachers, with approval from the principal, will have class-wide achievement targets. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. All Global I and II teachers will be assigned points based on the percentage of students who meet the target on the Global History Regents Exam. All American History teachers will be assigned points based on the percentage of students who meet the target on the American History Regents Exam. For specific district adopted percentages, refer to the 3.13 HEDI tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Living Environment Regents Examination
Earth Science	6(ii) School wide measure computed locally	NYS Earth Science Regents Examination
Chemistry	6(ii) School wide measure computed locally	NYS Chemistry Regents Examination
Physics	6(ii) School wide measure computed locally	NYS Physics Regents Examination

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.	Using pretest scores and baseline data, teachers, with approval from the principal, will have class-wide achievement targets. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. All Earth Science teachers will be assigned points based on the percentage of students who meet the target on the Earth Science Regents Exam. All Living Environment teachers will be assigned points based on the percentage of students who meet the target on the Living Environment Regents Exam. All Chemistry teachers will be assigned points based on the percentage of students who meet the target on the Chemistry Regents Exam. All Physics I teachers will be assigned points based on the percentage of students who meet the target on the Physics Regents Exam. For specific district adopted percentages, refer to the 3.13 HEDI tables.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents Examination
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Examination
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra 2/Trigonometry Regents Examination

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using pretest scores and baseline data, teachers, with approval from the principal, will have class-wide achievement targets. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to the 3.13 HEDI tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Examination
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Examination
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Examination

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using pretest scores and baseline data, teachers, with approval from the principal, will have class-wide achievement targets. Teachers will be assigned points based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to the 3.13 HEDI tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to 3.13 HEDI tables

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
K-12 Physical Education	5) District/regional/BOCES-developed	District created, Garden City developed physical education grade level assessments

K-12 Art	5) District/regional/BOCES–developed	District created, Garden City developed art grade level assessments
K-12 Music	5) District/regional/BOCES–developed	District created, Garden City developed music grade level assessments
Grades 2-5 Elementary Foreign Language	5) District/regional/BOCES–developed	District created, Garden City developed FLES grade level assessments
Grades 6 and Foreign Language	5) District/regional/BOCES–developed	District created, Garden City developed foreign language grade level assessments
Grade 8 Foreign Language	5) District/regional/BOCES–developed	Regional created Foreign Language Association of Chairpersons and Supervisors (FLACS) Checkpoint A exam
Grade 9 Foreign Language	5) District/regional/BOCES–developed	District created, Garden City developed foreign language grade level assessments
Grade 10 Foreign Language	5) District/regional/BOCES–developed	Regional created Foreign Language Association of Chairpersons and Supervisors (FLACS) Checkpoint B exam
Grades 11 and 12 Foreign Language	5) District/regional/BOCES–developed	District created, Garden City developed foreign language grade level assessments
All Advanced Placement Courses	5) District/regional/BOCES–developed	District created, Garden City developed course-specific assessments
Health	5) District/regional/BOCES–developed	District created, Garden City developed health assessment
Business	5) District/regional/BOCES–developed	District created, Garden City developed course-specific business assessments
Grades 6-8 Home and Career Skills	5) District/regional/BOCES–developed	District created, Garden City developed course-specific assessments
Grades 6-8 Technology	5) District/regional/BOCES–developed	District created, Garden City developed course-specific assessments
Grade 6 Study Skills	6(ii) School wide measure computed locally	New York State grade specific ELA assessments
Elementary/middle school reading support	6(ii) School wide measure computed locally	New York State grade specific ELA assessments
Elementary/middle school math support	6(ii) School wide measure computed locally	New York State grade specific Math assessments
Library; Speech	6(ii) School wide measure computed locally	New York State grade specific ELA assessments
Computers; Talented and Gifted	6(ii) School wide measure computed locally	New York State grade specific ELA assessments

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.

Using pretest scores and baseline data, teachers, with approval from the principal, will have class or grade level achievement targets. Teachers will be assigned points for each district-developed assessment and for the FLACS exam and New York State assessments, based on the percentage of students who meet the targets. We have developed a conversion table that assigns every possible teacher point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to the 3.13 HEDI tables.

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

Refer to 3.13 HEDI tables

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

Refer to 3.13 HEDI tables

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

Refer to 3.13 HEDI tables

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

Refer to 3.13 HEDI tables

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

(No response)

3.13) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/129827-y92vNseFa4/20 point HEDI SLO calculator_1.xlsx](#)

3.14) Locally Developed Controls

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

controls or adjustments.

Not applicable

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.

If educators have more than one locally selected measure, those measures will be combined into one HEDI rating and score for the local subcomponent according to a formula determined by the Commissioner. (Example: Common branch teacher with measures for both ELA and Math in 4th grade.)

If educators have more than one achievement target for the locally selected measure, the measures will each earn a score from 0-20 points which the district will weight proportionately based on the number of students in each area.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, May 15, 2012

Updated Thursday, December 27, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

We have developed a conversion table that assigns every possible cumulative score on the Danielson rubric, including zero, to a point on the HEDI scale between 0 and 60. Each subcomponent of the Danielson rubric will be rated on a scale of 1-4 (1=Ineffective; 2=Developing; 3=Effective; 4=Highly Effective). Subcomponents will be averaged to produce a domain score. Each domain in the Danielson rubric has equal weight. Domains will be averaged and then converted using the attached HEDI chart. Although the rubric conversion to 60 points may involve a decimal, the final composite score will be a whole number. In no instance will rounding result in a teacher scoring outside of her/his HEDI band. Please see attachment.

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

assets/survey-uploads/5091/129821-eka9yMJ855/60% Rubric Score Conversion Table (2).pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers in this category will have received an overall rubric mean score of 3.5 to 4.0. As indicated on the conversion chart, this converts to a HEDI score between 59 and 60.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers in this category will have received an overall rubric mean score of 2.5 to 3.4. As indicated on the conversion chart, this converts to a HEDI score between 57 and 58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers in this category will have received an overall rubric mean score of 1.5 to 2.4. As indicated on the conversion chart, this converts to a HEDI score between 50 and 56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers in this category will have received an overall rubric mean score of 0 to 1.4. As indicated on the conversion chart, this converts to a HEDI score between 0-49.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	4
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	5

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, May 15, 2012

Updated Thursday, June 21, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, June 19, 2012

Updated Friday, December 28, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/143936-Df0w3Xx5v6/Sample TIP 9-2011_1.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:

As per the teachers' contract: The content and substance of the annual evaluation may be appealed to the Superintendent of Schools or his/her designee. Such appeal must be submitted in writing within fourteen (14) days of the receipt of the evaluation which shall set forth the nature of the objection to the substance of the evaluation. The decision of the Superintendent or his/her designee shall be in writing and served upon the teacher within fourteen (14) days of receipt of the appeal. This decision shall be final and binding and not subject to the grievance procedures of this contract.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Teacher Lead Evaluators (TLE's) will receive required training through Nassau BOCES in order to be SED "certified" to conduct annual performance evaluations. In addition, all district administrators and supervisors will undergo staff development training on an annual basis that consists of research-based best practices in performance evaluations. Sessions will be structured to include training on how to gather, analyze and report evidence through the use of the Danielson Framework for Teaching Rubric. In addition, the professional development will work towards a high level of inter-rater reliability among the members of the district's administrative team; activities will include the use of paired observations in which administrators observe lessons with colleagues and discuss their findings to reach consensus on ratings. Outside consultants and central office administrators who are certified as Teacher Lead Evaluators will serve as resource personnel for building administrators by providing ongoing support and supervision. As a final note, APPR professional development will be a regular agenda item at district leadership team meetings.

Recertification will take place on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, May 24, 2012

Updated Friday, December 28, 2012

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

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

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

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

2-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-1	State-approved 3rd party assessment	AIMSweb

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The principal will use school-wide AIMSweb pretest scores in ELA and mathematics as baseline data to establish growth targets. Mean schoolwide, combined ELA and mathematics posttest scores will provide evidence of the degree to which growth targets have been achieved. We have developed a conversion table that assigns every possible raw score, including zero, to a point on the HEDI scale between 0 and 20.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Meet a growth target where between 90 and 100% of students meet the district expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Meet a growth target where between 45 and 89% of students meet the district expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Meet a growth where between 15 and 44% of students meet the district expectations.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Meet a growth target where between 0 and 14% of students meet the district expectations.

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

[assets/survey-uploads/5365/133043-lha0DogRNw/20 point HEDI SLO calculator_2.xlsx](#)

7.4) Special Considerations for Comparable Growth Measures

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

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

Setting of individual student goals for SLOs will take into consideration such characteristics as prior student academic history, disabilities, English language learner status, and poverty status.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, June 20, 2012

Updated Thursday, January 03, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
2-5	(d) measures used by district for teacher evaluation	Acuity
6-8	(d) measures used by district for teacher evaluation	Acuity
9-12	(d) measures used by district for teacher evaluation	Integrated Algebra, Living Environment, Comprehensive English, Global History and Geography, U.S. History and Government
9-12	(f) % of students with advanced Regents or honors	Advanced Regents or Honors Diploma

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For principals of schools spanning grades 2-8: School-wide Acuity pretest scores in ELA and mathematics will be used as baseline data to establish grade level achievement targets by the principal. The percentage of students at each grade level meeting targets in ELA and mathematics on post-tests will be averaged to produce a school mean score. We have developed a conversion table that assigns every possible mean score, including zero, to a point on the HEDI scale between 0 and 15.</p> <p>For the high school principal: Points on the HEDI scale will be allocated based on the average of two criteria. The first criterion will be the the percentage of all students that</p>
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achieve a passing grade of 65 or better on five Regents examinations required for graduation: Integrated Algebra, Living Environment, Comprehensive English, Global History Geography, and U.S. History Government. The second criterion will be the percentage of students in the graduating class receiving a Regents diploma with advanced designation. Please refer to the attachment below.

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

Refer to attachment.

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

Refer to attachment.

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

Refer to attachment.

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

Refer to attachment.

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

(No response)

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

[assets/survey-uploads/5366/144409-qBFVOWF7fC/15 Point HEDI Calculator Revised and 9-12 Principal HEDI Score Criteria_1.xlsx](#)

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-1	(d) measures used by district for teacher evaluation	AIMSweb

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	School-wide AIMSweb pretest scores in ELA and mathematics will be used as baseline data to establish grade-level achievement targets by the principal. Mean school-wide, combined ELA and mathematics posttest scores will provide evidence of the degree to which
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achievement targets have been achieved. We have developed a conversion table that assigns every possible mean score, including zero, to a point on the HEDI scale between 0 and 20.

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

Between 90 and 100% of students meet the district expectations.

98 to 100% = 20 points
95 to 97% = 19 points
90 to 94% = 18 points

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

Between 45 and 89% of students meet the district expectations.

85 to 89% = 17 points
80 to 84% = 16 points
75 to 79% = 15 points
70 to 74% = 14 points
65 to 69% = 13 points
60 to 64% = 12 points
55 to 59% = 11 points
50 to 54% = 10 points
Meet an achievement target between 45 and 49% = 9 points

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

Principal meets an achievement target where between 15 and 44% of students meet the district expectations.

40 to 44% = 8 points
35 to 39% = 7 points
30 to 34% = 6 points
25 to 29% = 5 points
20 to 24% = 4 points
15 to 19% = 3 points

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

Principal meets an achievement target where between 0 and 14% of students meet the district expectations.

10 to 14% = 2 points
5 to 9% = 1 point
0 to 4% = 0 points

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

(No response)

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

assets/survey-uploads/5366/144409-T8MIGWUVm1/20 point HEDI SLO calculator_4.xlsx

8.3) Locally Developed Controls

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

controls or adjustments.

Not applicable

8.4) Principals with More Than One Locally Selected Measure

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

Not applicable.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, May 24, 2012

Updated Thursday, December 27, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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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
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

We have developed a conversion table that assigns every possible cumulative score on the Marshall rubric, including zero, to a point on the HEDI scale between 0 and 60. Each subcomponent of the Marshall rubric will be rated on a scale of 1-4 (1=Ineffective; 2=Developing; 3=Effective; 4=Highly Effective). Subcomponents will be averaged to produce a domain score. Each domain in the Marshall rubric has equal weight. Domains will be averaged and then converted using the attached HEDI chart. Although the rubric conversion to 60 points may involve a decimal, the final composite score will be a whole number. In no instance will rounding result in a principal scoring outside of her/his HEDI band. Please see attachment.

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

<assets/survey-uploads/5143/133050-pMADJ4gk6R/Principal 60 Point Conversion Chart.pdf>

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

Highly Effective: Overall performance and results exceed standards.	Principals in this category will have received an overall rubric mean score of 3.5 to 4.0. As indicated on the conversion chart, this converts to a HEDI score between 59 and 60.
Effective: Overall performance and results meet standards.	Principals in this category will have received an overall rubric mean score of 2.5 to 3.4. As indicated on the conversion chart, this converts to a HEDI score between 57 and 58.
Developing: Overall performance and results need improvement in order to meet standards.	Principals in this category will have received an overall rubric mean score of 1.5 to 2.4. As indicated on the conversion chart, this converts to a HEDI score between 50 and 56.
Ineffective: Overall performance and results do not meet standards.	Principals in this category will have received an overall rubric mean score of 0 to 1.4.. As indicated on the conversion chart, this converts to a HEDI score between 0 and 49.

Please provide the locally-negotiated 60 point scoring bands.

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

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 Wednesday, June 20, 2012

Updated Thursday, June 21, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, May 24, 2012

Updated Friday, January 04, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/133066-Df0w3Xx5v6/PrincipalImprovementPlanTemplate_2.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

- 1. The annual evaluation of a building principal shall be presented at a meeting between the principal and Superintendent of Schools or his/her designee on a date selected by the Superintendent.*
- 2. Within ten (10) business days of the receipt of a building principal's evaluation of developing or ineffective from the Superintendent of Schools based upon a total composite score, the principal may appeal the evaluation in writing to the Superintendent or his/her designee. The appeal shall articulate in detail the basis of the appeal to the Superintendent of Schools or his/her designee. Failure to*

include a particular basis for the appeal within a principal's written appeal shall be deemed a waiver of that basis. The evaluated principal may only challenge the substance, rating and/or adherence to the parties' Annual Professional Performance Review Plan adopted pursuant to 8 NYCRR 30-2 and Education Law Section 3012-c. Further, a principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

3. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the principal along with all other evidence and/or arguments submitted by the principal prior to rendering a decision. Such decision shall be made within fifteen (15) business days of the receipt of the appeal. The decision of the Superintendent or the Superintendent's administrative designee shall be final and binding in all respects and shall not be subject to review at arbitration, before any administrative agency or in any court of law. However, the failure of either party to abide by the above agreed upon process and/or PIP process shall be subject to the grievance procedure of the collective bargaining agreement.

4. In the event a principal receives a second consecutive evaluation of developing or ineffective, the appeals process set forth at Paragraphs 1 through 3 hereof, shall remain in effect. However, notwithstanding the provisions of Paragraph 3 hereof, in the event of a second consecutive evaluation of developing or ineffective, the principal may further appeal what shall be deemed the initial determination of the Superintendent or his/her designee, to a panel consisting of four District administrators, two selected by the President of the Administrators' bargaining unit and two from Central Office selected by the Superintendent. In the event that the Association does not have two tenured members who are willing to voluntarily serve on the panel, the review shall then be processed pursuant to paragraph 5 below. This further appeal must be submitted in writing to the panel within ten (10) business days of receipt of the Superintendent's initial determination on appeal pursuant to Paragraph 3 above. The review by the panel shall be completed within ten (10) business days of delivery of the written request for review from the building principal. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, support papers submitted by the principal and/or a response to the appeal by the principal's evaluator, if other than the Superintendent. However, within five (5) business days of receipt of the appeal, the panel may request written clarification of any of the information submitted as part of the original documentation. This request shall not extend the requirement of the panel to complete its work and issue a report and recommendation within the time limit set forth above. The panel's written review recommendation shall be transmitted to the Superintendent and the Appellant upon completion. The Superintendent shall consider the written review recommendation of the panel and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance procedure of the collective bargaining agreement.

5. In the event a majority of the panel is unable to agree upon a decision and recommendation to the Superintendent, it must report that fact to the Superintendent within ten (10) business days of receipt of the appeal. Thereafter, the affected principal may elect review of the appeals papers by one retired outside expert who will be chosen from a panel of three persons selected by the District and the Administrators' Unit, which panel shall be established by the parties. Should the parties fail to agree as to the composition of the panel prior to September 1st of each year, a list of ten qualified experts shall be provided to the parties by the Suffolk County Organization for the Promotion of Education (SCOPE). Upon receipt of the list, the parties shall attempt to agree upon the panel composition for that year. If the parties are unable to agree upon the selection of the panelists from the list provided, the outside expert to hear the review shall be chosen directly from the list on a rotating basis. If an expert is unavailable or unable to review the matter within fifteen (15) business days, then the next expert on the list will be selected. No present or prior employee of the Garden City Union Free School District shall be eligible to serve on the panel or be selected as the outside expert and the outside expert shall notify the parties of any potential conflict of interest prior to accepting appointment. The panel composition shall be reviewed annually beginning on July 1, 2013. The cost of expert review shall be borne by the Administrators' bargaining unit. The expert may recommend a modification of the rating, along with his/her rationale for the same. Expert review shall be completed within fifteen (15) business days of delivery of the written request for review to the Superintendent. No hearing shall be held and the review shall be based solely upon the original appeal, the Superintendent's initial determination, supporting papers submitted by the principal and/or a response to the appeal by the administrator's evaluator, if other than the Superintendent. The expert's written review recommendation shall be transmitted to the Superintendent and Appellant upon completion. The Superintendent shall consider the written review recommendation of the expert and shall issue a written decision within ten (10) business days thereof. The determination of the Superintendent of Schools shall be final and shall not be grievable, arbitrable, or reviewable in any other forum. However, the failure of either party to abide by the above agreed upon process shall be subject to the grievance machinery of the collective bargaining unit.

6. All written submissions referred to in paragraphs 2 and 5 shall be simultaneously exchanged between the parties.

7. Nothing set forth herein shall prevent an administrator from challenging the results of an evaluation within the context of a disciplinary proceeding pursuant to Education Law Section 3020-a.

8. An overall performance rating of developing or ineffective on the annual evaluation is the only rating subject to appeal. Principals

who receive a rating of highly effective or effective shall not be permitted to appeal their rating. Tenured principals who are rated effective or highly effective may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days.

9. Non-tenured principals shall not be permitted to appeal any aspect of their annual evaluation, or the School District's issuance and/or implementation of the terms of a principal improvement plan. Probationary principals who are rated ineffective, effective, highly effective or developing, may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the principal's personnel file. Such response shall be filed within ten (10) business days including school recess and summer recess periods.

10. All reference herein to business days shall include school and summer recess periods, but shall not include pre-approved vacation periods. The parties may mutually agree to extend all of the time limits referred to herein. However, any extensions will still allow the process to be completed in a timely and expeditious manner in accordance with Education Law 3012-C.

11. This Supplemental Memorandum of Agreement shall sunset becoming null and void effective June 30, 2013. The parties agree to begin renegotiations for a successor appeal process no later than February 15, 2013. In the unlikely event that a successor agreement is not reached by June 30, 2013, the above appeal process shall remain in effect; however, the District agrees that no "ineffective" rating appealed under the terms of the expired appeals process shall be used as a basis, or as evidence, in an expedited 3020-a hearing brought pursuant to 3012-c of the Education Law. Nothing herein shall preclude the District from using an evaluation that has been appealed under an expired appeals process as the basis or as evidence in any charge of pedagogical incompetency that is not brought pursuant to the expedited procedures set forth in Education Law Section 3020-a(3)(c)(i-a)(A).

12. No "ineffective" rating received in the 2012/13 school year shall be used as a basis for, or introduced as evidence, in a disciplinary hearing.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Superintendent of Schools is the Lead Evaluator for Principals. The Assistant Superintendent for Curriculum and Instruction and the Assistant Superintendent for Personnel are evaluators for principals. The Lead Evaluator and the other evaluators will receive training through Nassau BOCES in order to be SED "certified" to conduct annual performance evaluations. In addition, the Lead Evaluator and other evaluators will avail themselves of other training opportunities from consultants and other educational organizations (e.g., LEAF). Sessions will be selected on the basis of their ability to include training on how to gather, analyze and report evidence through the use of the Marshall Rubric. As examples, activities this year have included workshops with such noted experts as Giselle Martin Kniep and Kim Marshall and webinars sponsored by LEAF in addition to training offered by BOCES. To ensure inter-rater reliability, the Lead Evaluator and other evaluators will engage in simulations using the Marshall rubric and may conduct paired observations in which the observers gather information together and discuss their findings to reach consensus on ratings. Training this year totaled over 16 hours for the Lead Evaluator. The Lead Evaluator will be responsible for ensuring that the other evaluators receive training on an annual basis, and APPR training for principal evaluation will be a regular feature of meetings of the Superintendent's Cabinet.

Recertification will take place on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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 Thursday, November 29, 2012

Updated Monday, January 07, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/256047-3Uqgn5g9Iu/Updated signature page.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.

0-25 points	0-20 points
0	0
1	1
2	2
3	3
4	3
5	4
6	5
7	6
8	6
9	7
10	9
11	9
12	10
13	10
14	11
15	12
16	13
17	14
18	14
19	15
20	16
21	17
22	18
23	18
24	19
25	20

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the green boxes.

Chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17

11

Target Percent - as %

75%

Note: The point values and ranges on the HEDI point scale (from zero to 15) are determined by SED regulations.

	HEDI Points	Percentage of Students Reaching Target	HEDI scores and Mastery Range	
Ineffective	0	0%	0%	to 6%
	1	7%	7%	to 13%
	2	14%	14%	to 20%
Developing	3	21%	21%	to 27%
	4	28%	28%	to 34%
	5	35%	35%	to 41%
	6	42%	42%	to 48%
	7	49%	49%	to 55%
Effective	8	56%	56%	to 62%
	9	63%	63%	to 68%
	10	69%	69%	to 74%
	11	75%	75%	to 80%
	12	81%	81%	to 87%
	13	88%	88%	to 93%
Highly Effective	14	94%	94%	to 96%
	15	97%	97%	to 100%

Decimals will be rounded according to normal rounding rules.

HEDI Translation Template for SLO Scores Counting as 20% of Composi

Enter HEDI Anchor Point (range 9-17) and anticipated SLO Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17

15
75%

SLO Target Percent - as %

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by SED regulations.

	HEDI Points	Percentage of Students Reaching Target	HEDI scores and Mastery Range
Ineffective	0	0%	0% to 4%
	1	5%	5% to 9%
	2	10%	10% to 14%
Developing	3	15%	15% to 19%
	4	20%	20% to 24%
	5	25%	25% to 29%
	6	30%	30% to 34%
	7	35%	35% to 39%
	8	40%	40% to 44%
Effective	9	45%	45% to 49%
	10	50%	50% to 54%
	11	55%	55% to 59%
	12	60%	60% to 64%
	13	65%	65% to 69%
	14	70%	70% to 74%
	15	75%	75% to 79%
	16	80%	80% to 84%
	17	85%	85% to 89%
Highly Effective	18	90%	90% to 94%
	19	95%	95% to 97%
	20	98%	98% to 100%

This template trans
SLO to a HEDI score
required for that SI
17) selected.

HEDI scores in the '
 are defined by the i
 selected and 100%.
 are five equal steps
 "Highly Effective" a
 the difference betw

HEDI scores in the
 are defined by the i
 step is diminished

For a given Anchor
useful translation t
and target combin

Decimals will be ro
rules.

ite

HEDI Calculator

HEDI Calculator	Number of students	Percentage of Students Reaching Target	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
SLO 1	30	90%	92	14	5.7
SLO 2	21	65%	70	14	4.0
SLO 3	23	80%	78	12	3.7
SLO 4					0.0
SLO 5					0.0
SLO 6					0.0
Total	74				13.4

Calculated values are printed in red.

template translates a percent mastery achieved on an HEDI score. Each translation is based on the target for that SLO and the HEDI Anchor Point (from 9 to 100). Values are calculated based on the HEDI Anchor Point and the percentage of students reaching the target. Values are rounded according to normal rounding.

Values in the “Highly Effective” and “Effective” ranges are calculated based on the number of steps between the Anchor Point and 100%. For example, at Anchor Point 15, there are 15 equal steps to 100%. Thus, all steps in the “Highly Effective” and “Effective” ranges represent 1/5 of the difference between the Anchor Point and 100%.

Values in the “Developing” and “Ineffective” ranges are calculated based on the nine scores (0 to 8) in these ranges. Each score is diminished by 1/9th of the score cited for HEDI level 9.

When Anchor Point, only certain targets will result in translation templates. Always check the Anchor Point and target combination before using this template.

Values will be rounded according to normal rounding

Scoring Methodology for the 60% Teacher Effects

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0-49	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Garden City Public Schools
Teacher Improvement Plan (TIP)

Teacher: _____	School(s): _____	Date: _____
Subject/Grade: _____	Time Frame For Completion: _____	
Appointment Status: <input type="checkbox"/> Probationary <input type="checkbox"/> Tenured <input type="checkbox"/> Annual Appointment		

Domain 1: Planning and Preparation

Goal(s)	Activities (Resources/Support)	Evidence of Progress	Administrator(s) Responsible

Domain 2: The Classroom Environment

Goal(s)	Activities (Resources/Support)	Evidence of Progress	Administrator(s) Responsible

Domain 3: Instruction

Goal(s)	Activities (Resources/Support)	Evidence of Progress	Administrator(s) Responsible

Domain 4: Professional Responsibilities

Goal(s)	Activities (Resources/Support)	Evidence of Progress	Administrator(s) Responsible

Signature of Administrator _____

Date _____

Signature of Administrator _____

Date _____

Signature of Teacher _____

Date _____

HEDI Translation Template for SLO Scores Counting as 20% of Composi

Enter HEDI Anchor Point (range 9-17) and anticipated SLO Target Percent (as a percent) in the **green** boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17

15

SLO Target Percent - as %

75%

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by SED regulations.

	HEDI Points	Percentage of Students Reaching Target	HEDI scores and Mastery Range
Ineffective	0	0%	0% to 4%
	1	5%	5% to 9%
	2	10%	10% to 14%
Developing	3	15%	15% to 19%
	4	20%	20% to 24%
	5	25%	25% to 29%
	6	30%	30% to 34%
	7	35%	35% to 39%
	8	40%	40% to 44%
Effective	9	45%	45% to 49%
	10	50%	50% to 54%
	11	55%	55% to 59%
	12	60%	60% to 64%
	13	65%	65% to 69%
	14	70%	70% to 74%
	15	75%	75% to 79%
	16	80%	80% to 84%
	17	85%	85% to 89%
Highly Effective	18	90%	90% to 94%
	19	95%	95% to 97%
	20	98%	98% to 100%

This template trans
SLO to a HEDI score
required for that SI
17) selected.

HEDI scores in the '
 are defined by the i
 selected and 100%.
 are five equal steps
 "Highly Effective" a
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HEDI scores in the
 are defined by the i
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For a given Anchor
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and target combin

Decimals will be ro
rules.

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HEDI Calculator

HEDI Calculator	Number of students	Percentage of Students Reaching Target	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
SLO 1	30	90%	92	14	5.7
SLO 2	21	65%	70	14	4.0
SLO 3	23	80%	78	12	3.7
SLO 4					0.0
SLO 5					0.0
SLO 6					0.0
Total	74				13.4

Calculated values are printed in red.

template translates a percent mastery achieved on an HEDI score. Each translation is based on the target for that SLO and the HEDI Anchor Point (from 9 to 100). Values are calculated based on the HEDI Anchor Point and the percentage of students reaching the target. Values are rounded according to normal rounding.

Values in the “Highly Effective” and “Effective” ranges are calculated based on the number of steps between the Anchor Point and 100%. For example, at Anchor Point 15, there are 85 steps to 100%. Thus, all steps in the “Highly Effective” and “Effective” ranges represent 1/5 of the difference between the Anchor Point and 100%.

Values in the “Developing” and “Ineffective” ranges are calculated based on the nine scores (0 to 8) in these ranges. Each score is diminished by 1/9th of the score cited for HEDI level 9.

When Anchor Point, only certain targets will result in translation templates. Always check the Anchor Point and target combination before using this template.

Values will be rounded according to normal rounding

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as a percent) in the green boxes.

Chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17

11
75%

Target Percent - as %

Note: The point values and ranges on the HEDI point scale (from zero to 15) are determined by SED regulations.

	HEDI Points	Percentage of Students Reaching Target	HEDI scores and Mastery Range	
Ineffective	0	0%	0%	to 6%
	1	7%	7%	to 13%
	2	14%	14%	to 20%
Developing	3	21%	21%	to 27%
	4	28%	28%	to 34%
	5	35%	35%	to 41%
	6	42%	42%	to 48%
	7	49%	49%	to 55%
Effective	8	56%	56%	to 62%
	9	63%	63%	to 68%
	10	69%	69%	to 74%
	11	75%	75%	to 80%
	12	81%	81%	to 87%
	13	88%	88%	to 93%
Highly Effective	14	94%	94%	to 96%
	15	97%	97%	to 100%

Decimals will be rounded according to normal rounding rules.

HEDI Translation Template for SLO Scores Counting as 20% of Composite

Enter HEDI Anchor Point (range 9-17) and anticipated SLO Target Percent (as a percent) in the green boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17

15

SLO Target Percent - as %

75%

Note: The point values and ranges on the HEDI point scale (from zero to 20) are determined by SED regulations.

	HEDI Points	Percentage of Students Reaching Target	HEDI scores and Mastery Range
Ineffective	0	0%	0% to 4%
	1	5%	5% to 9%
	2	10%	10% to 14%
Developing	3	15%	15% to 19%
	4	20%	20% to 24%
	5	25%	25% to 29%
	6	30%	30% to 34%
	7	35%	35% to 39%
	8	40%	40% to 44%
Effective	9	45%	45% to 49%
	10	50%	50% to 54%
	11	55%	55% to 59%
	12	60%	60% to 64%
	13	65%	65% to 69%
	14	70%	70% to 74%
	15	75%	75% to 79%
	16	80%	80% to 84%
	17	85%	85% to 89%
Highly Effective	18	90%	90% to 94%
	19	95%	95% to 97%
	20	98%	98% to 100%

HEDI Calculator

HEDI Calculator	Number of students	Percentage of Students Reaching Target	Percent Mastery Achieved	HEDI score	HEDI Points Awarded
SLO 1	30	90%	92	14	5.7
SLO 2	21	65%	70	14	4.0
SLO 3	23	80%	78	12	3.7
SLO 4					0.0
SLO 5					0.0
SLO 6					0.0
Total	74				13.4

Calculated values are printed in red.

This template translates a percent mastery achieved on an SLO to a HEDI score. Each translation is based on the target required for that SLO and the HEDI Anchor Point (from 9 to 17) selected.

HEDI scores in the "Highly Effective" and "Effective" ranges are defined by the number of steps between the Anchor Point selected and 100%. For example, at Anchor Point 15, there are five equal steps to 100%. Thus, all steps in the the "Highly Effective" and "Effective" ranges represent 1/5 of the difference between the Anchor Point and 100%.

HEDI scores in the "Developing" and "Ineffective" ranges are defined by the nine scores (0 to 8) in these ranges. Each step is diminished by 1/9th of the score cited for HEDI level 9.

For a given Anchor Point, only certain targets will result in useful translation templates. Always check the Anchor Point and target combination before using this template.

Decimals will be rounded according to normal rounding rules.

Principal 60 Point Rubric Conversion Chart

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0-49	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
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1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
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3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Principal Improvement Plan – PIP

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

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in a year-end evaluation. 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* evaluation is discussed. A PIP shall be designed by the principal and the superintendent in collaboration with the president of the Association or his/her designee over the course of the summer.

The PIP must begin no later than 10 school days from the opening of classes in the school year following the school year for which such principal's performance is being measured. 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 must be offered the opportunity for a peer mentor chosen from the Association. The principal will select the mentor, with the approval of the Superintendent and the Association President. The mentor and the principal will collaborate 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 in writing the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the PIP goals are met, it will terminate. The culmination of the PIP will be communicated in writing to the principal. 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 Association according to these guidelines for the subsequent school year.

Garden City Public Schools
Principal Improvement Plan (PIP)

Principal: _____	School: _____	Date: _____
Time Frame For Completion: _____		
Position: <input type="checkbox"/> Probationary <input type="checkbox"/> Tenured		

Domain A: Diagnosis and Planning

Goal(s)	Activities (Resources/Support)	Evidence of Progress	Administrator(s) Responsible

Domain B: Priority Management and Communication

Goal(s)	Activities (Resources/Support)	Evidence of Progress	Administrator(s) Responsible

Domain C: Curriculum and Data

Goal(s)	Activities (Resources/Support)	Evidence of Progress	Administrator(s) Responsible

Domain D: Supervision, Evaluation, and Professional Development

Goal(s)	Activities (Resources/Support)	Evidence of Progress	Administrator(s) Responsible

Domain E: Discipline and Parent Involvement

Goal(s)	Activities (Resources/Support)	Evidence of Progress	Administrator(s) Responsible

Domain F: Management and External Relations

Goal(s)	Activities (Resources/Support)	Evidence of Progress	Administrator(s) Responsible

Signature of Superintendent _____

Date _____

Signature of 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.

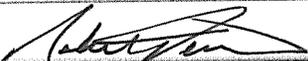
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

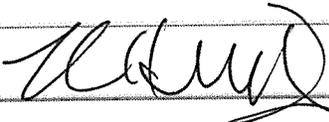
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

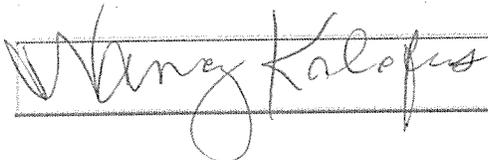
Superintendent Signature: Date:

 4/7/13

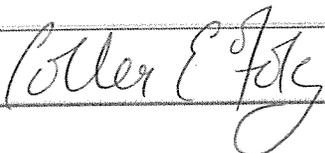
Teachers Union President Signature: Date:

 4/7/13

Administrative Union President Signature: Date:

 4/7/13

Board of Education President Signature: Date:

 4/7/13