



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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May 8, 2014

Revised

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

Dear Superintendent Feirsen:

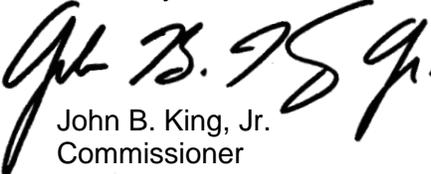
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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: Dr. Thomas L. Rogers

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, December 30, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280218030000

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

280218030000

1.2) School District Name: GARDEN CITY UFSD

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

GARDEN CITY UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, April 21, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 state average for similar students (or District goals if no state test).	See upload in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 2.11

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See upload in 2.11

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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 state average for similar students (or District goals if no state test).	See upload in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See upload in 2.11

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	Garden City developed grade 6 science assessment
7	District, regional or BOCES-developed assessment	Garden City developed grade 7 science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 state average for similar students (or District goals if no state test).	See upload in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See upload in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See upload in 2.11

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	Garden City developed grade 6 social studies assessment
7	District, regional or BOCES-developed assessment	Garden City grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Garden City developed grade 8 social studies assessment

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

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

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11

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	Garden City developed grade 9 Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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.	See upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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.	See upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Garden City will be administering both the NYS Integrated Algebra Exam and the NYS Common Core Algebra 1 Regents Exam to students enrolled in Common Core Algebra courses. Garden City will be using the higher of the two scores for APPR purposes. 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.	See upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11

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	Garden City developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Garden City developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	New York State Comprehensive ELA Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 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
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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.	See upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11

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	Garden City developed,, grade specific, physical education assessments
K-12 Art or Music	District, Regional or BOCES-developed	Garden City developed, grade specific art assessments; Garden City developed, grade specific music assessments
Grade 8 Common Core Algebra I	State Assessment	NYS Common Core Algebra I Regents Exam in addition to NYS Integrated Algebra Regents Exam
Grades 2-5 Elementary Foreign Language	District, Regional or BOCES-developed	Garden City developed, grade specific FLES assessments
Grades 6 and 7 Foreign Language	District, Regional or BOCES-developed	Garden City developed, grade specific, foreign language assessments
Grade 8 Foreign Language	District, Regional or BOCES-developed	Long Island regionally developed, grade 8 foreign language assessments
Grade 9 Foreign Language	District, Regional or BOCES-developed	Garden City developed grade 9 foreign language assessments
Grade 10 Foreign Language	District, Regional or BOCES-developed	Long Island regionally developed grade 10 Foreign Language Association of Chairpersons and Supervisors (FLACS) Checkpoint B assessments
Grades 11 and 12 Foreign Language	District, Regional or BOCES-developed	Garden City developed, grade 11 or 12 specific,, foreign language assessments
All Advanced Placement courses	District, Regional or BOCES-developed	Garden City developed, subject specific assessments
Health	District, Regional or BOCES-developed	Garden City developed, grade specific health assessments
Business	District, Regional or BOCES-developed	Garden City developed, course specific assessment
Grades 6-8 Home and Career Skills	District, Regional or BOCES-developed	Garden City developed, grade specific, home and careers assessments
Grades 6-8 Technology	District, Regional or BOCES-developed	Garden City developed, grade specific, technology assessments
Grade 6 Study Skills	District, Regional or BOCES-developed	Garden City developed grade 6 study skills assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 a school-wide measure based on state assessments, the applicable building-wide state-provided growth score for ELA or math will be averaged together proportionally based on the number of students covered by each score 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. For grades 9-12 reading support, teachers in collaboration with the principal, will set individual growth targets. Based on the percentage of students who meet or exceed the target school-wide, a 0-20 HEDI score will result. For students enrolled in Common Core courses, the district will administer both the New York State Common Core Regents and the New York State Integrated Algebra Regents; the district will use the higher of the two scores for APPR purposes.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See upload in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See upload in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See upload in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See upload in 2.11

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/878751-TXEttx9bQW/Copy of Garden City 2 11 20 and 25 point chart 4-11-14.xlsx

2.12) Locally Developed Controls

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

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

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, April 21, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New York State grades 3-5 ELA assessments
5	6(ii) School wide measure computed locally	New York State grades 3-5 ELA assessments
6	6(ii) School wide measure computed locally	New York State grades 6-8 ELA assessments
7	6(ii) School wide measure computed locally	New York State grades 6-8 ELA assessments
8	6(ii) School wide measure computed locally	New York State grades 6-8 ELA assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Using baseline data, teachers, with approval from the principal, will set school-wide proficiency targets (3 or higher) as compared to NYS average proficiency rates. HEDI points will be allocated to teachers school-wide based on the percentage of students meeting proficiency (Level 3 or higher) compared to the New York State average. 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.</p>
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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 In the absence of a value added measure, the district will utilize the 0-20 point scale included below.
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. In the absence of a value added measure, the district will utilize the 0-20 point scale below.
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. In the absence of a value added measure, the district will utilize the 0-20 point scale included below.
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 In the absence of a value added measure, the district will utilize the 0-20 point scale included below.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New York State grades 3-5 math assessments
5	6(ii) School wide measure computed locally	New York State grades 3 - 5 math assessments
6	6(ii) School wide measure computed locally	New York State grades 6-8 math assessments
7	6(ii) School wide measure computed locally	New York State grades 6-8 math assessments
8	6(ii) School wide measure computed locally	New York State grades 6-8 math assessments

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 baseline data, teachers, with approval from the principal, will set school-wide achievement targets, as compared to NYS averages. HEDI points will be allocated to teachers school-wide based on the percentage of students meeting proficiency (Level 3 or higher) compared to the New York State average. 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. In the absence of a value added measure, the district will utilize the 0-20 point scale included below.
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. In the absence of a value added measure, the district will utilize the 0-20 point scale included in below.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer HEDI table in 3.3 In the absence of a value added measure, the district will utilize the 0-20 point scale included below.

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.

In the absence of a value added measure, the district will utilize the 0-20 point scale included below.

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

In the absence of a value added measure, the district will utilize the 0-20 point scale included below.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/878752-rhJdBgDruP/Garden City Table 3 3 Teacher-Local Combined 15 and 20 pts HEDI table 4-11-14.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

3.4) Grades K-3 ELA

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

	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	6(ii) School-wide measure computed locally	NYS grades 3-5 ELA assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-2, using pretest scores and baseline data, teachers, with approval from the principal, will set achievement targets. HEDI points for K-2 teachers will be awarded based on the percentage of students on a teacher's class roster meeting or exceeding the achievement target. 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. For grade 3, using baseline data, teachers, with approval from the principal, will set school-wide achievement targets, as compared to NYS averages on NYS ELA exams. Teachers will be assigned points based on the percentage of students who meet the school wide targets. 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

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	6(ii) School-wide measure computed locally	NYS grades 3-5 math assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-2, using pretest scores and baseline data, teachers, with approval from the principal, will set achievement targets. HEDI points for K-2 teachers will be awarded based on the percentage of students on a teacher's class roster meeting or exceeding the achievement target. 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. For grade 3, using baseline data, teachers, with approval from the principal, will set school-wide achievement targets, as compared to NYS averages on NYS math exams. Teachers will be assigned points based on the percentage of students who meet the school wide targets. 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

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	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 for grade/subject.	Refer to 3.13 HEDI tables

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Global History & Geography Regents Examination
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global History & Geography Regents Examination
American History	3) Teacher specific achievement or growth score 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. HEDI points will be awarded based on the percentage of students meeting or exceeding class-wide achievement 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 teachers will be assigned points based on the percentage of students school-wide who meet or exceed the achievement target on the Global
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History Regents exam. Global II teachers will be assigned points based on the percentage of students who meet or exceed the class-wide achievement target on the Global History Regents Exam. All American History teachers will be assigned points based on the percentage of students who meet or exceed the class-wide achievement 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents Examination
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Examination
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Examination
Physics	3) Teacher specific achievement or growth score 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 or exceed 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
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percentage of students who meet or exceed the class-wide achievement target on the Earth Science Regents Exam. All Living Environment teachers will be assigned points based on the percentage of students who meet or exceed the class-wide achievement target on the Living Environment Regents Exam. All Chemistry teachers will be assigned points based on the percentage of students who meet or exceed the class-wide achievement target on the Chemistry Regents Exam. All Physics I teachers will be assigned points based on the percentage of students who meet or exceed the class-wide achievement 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Common Core Algebra I Regents Exam and/or NYS Integrated Algebra Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Examination
Algebra 2	3) Teacher specific achievement or growth score 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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Garden City will be administering both the NYS Integrated Algebra Exam and the NYS Common Core Algebra 1 Regents
--	--

subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Exam. Garden City will be using the higher of the two scores for APPR purposes. Using pretest scores and baseline data, teachers, with approval from the principal, will set achievement targets for individual students. Teachers will be assigned points based on the percentage of students who meet the achievement 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 3.13 for the local HEDI bands.

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents Examination
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents Examination
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive ELA 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.

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

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

For grades 9-10 ELA, teachers will be assigned points based on the percentage of students who meet or exceed the achievement target for grade 11 school-wide. For Grade 11 ELA, teachers with approval from the principal will set achievement targets based on the percentage of students meeting or exceeding the

achievement target; a 0-20 HEDI score will result. 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	Garden City developed, grade specific physical education assessments
K-12 Art	5) District/regional/BOCES–developed	Garden City developed, grade specific art assessments
K-12 Music	5) District/regional/BOCES–developed	Garden City developed, grade specific, music assessments
Grades 2-5 Elementary Foreign Language	5) District/regional/BOCES–developed	Garden City developed, grade specific FLES assessments
Grades 6 & 7 Foreign Language	5) District/regional/BOCES–developed	Garden City developed, grade specific foreign language assessments
Grade 8 Foreign Language	5) District/regional/BOCES–developed	Long Island regionally developed, grade 8 Foreign Language Association of Chairpersons and Supervisors (FLACS) Checkpoint A exam
Grade 9 Foreign Language	5) District/regional/BOCES–developed	Garden City developed grade 9 foreign language assessment
Grade 10 Foreign Language	5) District/regional/BOCES–developed	Long Island regionally developed, Foreign Language Association of Chairpersons and Supervisors (FLACS) Checkpoint B exam
Grades 11 and 12 Foreign Language	5) District/regional/BOCES–developed	Garden City developed grade 11 or 12 foreign language assessments

All Advanced Placement Courses	5) District/regional/BOCES–developed	Garden City developed, subject specific assessments
Health	5) District/regional/BOCES–developed	Garden City developed, grade specific health assessments
Business	5) District/regional/BOCES–developed	Garden City developed, subject specific business assessments
Grades 6-8 Home and Career Skills	5) District/regional/BOCES–developed	Garden City developed,, grade specific home and careers assessments
Grades 6-8 Technology	5) District/regional/BOCES–developed	Garden City developed, grade specific technology assessments
Grade 6 Study Skills	6(ii) School wide measure computed locally	New York State grade 6 ELA assessment
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
Grades 9-12 reading support	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents Exam

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 baseline data, teachers, with approval from the principal, will have class or grade level achievement targets. For courses using Garden City developed, grade or subject specific assessments, HEDI points will be awarded based on the percentage of students meeting or exceeding class-wide achievement targets. For grade 8 and grade 10 foreign language courses, HEDI points will be awarded based on the percentage of students on the teacher's class roster meeting or exceeding the grade level achievement targets. For grade 6 study skills, elementary and middle school reading, library and speech, computers and gifted and talented, and grade 9-12 reading support, HEDI points will be awarded based upon the percentage of students school-wide meeting or exceeding school-wide ELA achievement targets. For elementary and middle school math, HEDI points will be awarded based upon the percentage of students school-wide meeting or exceeding school-wide achievement 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/12149/878752-y92vNseFa4/Garden City 3 13 Teacher-Local- 20 pts HEDI table 4-11-14_1.docx

3.14) Locally Developed Controls

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

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, each measure will earn a HEDI score which will be weighted proportionately by the number of students in the measure and combined with other measures' HEDI scores to determine a final HEDI score.

If educators have more than one achievement target for the locally selected measure, the measures will each earn a score from 0-20 points or 0-15 as applicable which the district will weight proportionately based on the number of students in each area. Rounding rules will apply.

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)

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Updated Thursday, May 01, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
---------------------------------------	------------------------------------

Second Rubric, if applicable	(No response)
------------------------------	---------------

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

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 sub-component of the Danielson rubric will be rated on a scale of 1-4 (1=Ineffective; 2=Developing; 3=Effective; 4=Highly Effective). Based on all the evidence gathered from multiple observations throughout the course of the year, and evidence collected, a final score for each sub-component will be determined. The sub-component scores will be averaged to arrive at a final domain score. Each domain in the Danielson rubric has equal weight. Domains will then be averaged and converted using the attached HEDI chart. The 1-4 average rubric scores are the minimum values necessary to earn each corresponding HEDI point, 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.

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 1 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

Formal/Long	4
Informal/Short	1
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

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, December 30, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/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. Teachers can appeal any rating received. The only grounds for appeal are the substance of the annual professional performance review. For all teachers, 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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

Teacher Lead Evaluators (TLE's) and evaluators 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. Training will consist of the nine required elements outlined in Regents Rules Section 30-2.9. In particular, training 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. Paired observations will be conducted to ensure a high degree of inter-rater reliability, and practice will be repeated until consensus is reached on scoring. The services of highly regarded, nationally recognized expert consultant will be utilized for multiple, full-day training sessions devoted to the Danielson Rubric and inter-rater reliability acquired through practice on videotaped lessons and "live" classroom observations. 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. APPR professional development will be a regular agenda item at district leadership team meetings. The Superintendent will certify lead evaluators upon receipt of evidence of completion training.

A minimum of two days per year will be devoted to this training. Recertification will take place on an annual basis, based upon the above protocols.

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)

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Updated Friday, April 11, 2014

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

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

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

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

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

2-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists

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

List of State-approved 3rd party assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Using AIMSweb pretest scores as baseline data, principals, with the approval of the superintendent, will set school-wide growth targets in ELA and mathematics based on the school-wide average. Grade level ELA and math post-test scores will be averaged to produce a school-wide growth score for each principal, which will be compared to the established school-wide growth target. HEDI points will be awarded based upon the percentage of students meeting or exceeding the school-wide growth target. The overall HEDI scores for ELA and math will be weighted proportionally based on the number of students taking each assessment. We have developed a conversion table that assigns every possible principal point score, including zero, to a point on the HEDI scale between 0 and 20. For specific district adopted percentages, refer to the attached 20-point SLO calculator.
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.

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7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked

7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
2-5	(d) measures used by district for teacher evaluation	NYS grade specific ELA and math assessments for grades 3-5
6-8	(d) measures used by district for teacher evaluation	NYS grade specific ELA and math assessments for grades 6-8, NYS Common Core Algebra Regents Exam, NYS Integrated Algebra Regents Exam
9-12	(d) measures used by district for teacher evaluation	NYS Common Core Algebra I Regents Exam, Integrated Algebra Regents, Living Environment, , Comprehensive ELA Regents, Global History and Geography, U.S. History and Government Regents
9-12	(f) % of students with advanced Regents or honors	NYS 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: The principal, with the approval of the superintendent, will use school-wide New York State assessment scores in ELA and mathematics from the previous year as baseline data to establish grade level achievement targets. Based on the percentage of students at each grade level meeting achievement targets in ELA and mathematics on post-tests, a 0-20, or 0-15 once value-added is implemented, HEDI point value will be achieved. Students enrolled in Common Core Algebra in grade 8 will take the Common Core Regents in addition to the Integrated Algebra Regents, with the higher of the two scores used for APPR purposes.</p> <p>For the high school principal: Points on the HEDI scale will be awarded based on the average of two criteria. The first criterion will be the the percentage of all students that achieve a passing</p>
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grade of 65 or better on the five Regents examinations required for graduation: NYS Integrated Algebra or Common Core Algebra I (the higher score for each student will be used for APPR calculation purposes), 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 or honors. The two percentages will be averaged to determine the overall percentage of students meeting or exceeding the established school-wide achievement target. The principal will be awarded HEDI points based upon the percentage of students meeting or exceeding the school-wide target. As attached below, we have developed a conversion table that assigns every possible principal point score, including zero, to a point on the HEDI scale between 0 and 15. The 20-point HEDI chart uploaded in Task 8.2 will be used in the absence of a value-added growth measure.

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.

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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.	Principals, with the approval of the superintendent, will use school-wide AIMSweb pretest scores in ELA and mathematics as baseline data to establish grade-level achievement targets. Grade level ELA and math post-test scores will be averaged to produce a school-wide score for each principal, which will be compared to the established school-wide achievement target. The HEDI scores for ELA and math will be weighted
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proportionally based upon the number of students taking each assessment. HEDI points will be awarded based upon the percentage of students meeting or exceeding the school-wide achievement target. We have developed a conversion table that assigns every possible principal school-wide point 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.

(No response)

8.3) Locally Developed Controls

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

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.

For principals with more than one locally selected measure, the resulting HEDI scores will be averaged to determine the overall 0-20 or 0-15 HEDI score. General rounding rules will apply.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, March 11, 2014

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9.1) Principal Practice Rubric

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
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 updated, this list will be updated within the drop-down menu of approved survey tools.

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

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 domain of the Marshall rubric will be rated on a scale of 1-4 (1=Ineffective; 2=Developing; 3=Effective; 4=Highly Effective). Based on all the evidence gathered from multiple observations throughout the course of the year, a final score for each domain of the Marshall rubric will be determined for each principal. Each domain in the Marshall rubric has equal weight. Domains will then be averaged and converted using the attached HEDI chart. The 1-4 average rubric scores are the minimum values necessary to earn each corresponding HEDI point, Although the rubric conversion to 60 points may involve a decimal, the final 0-60 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 1 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 Tuesday, April 30, 2013

Updated Monday, December 30, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, April 07, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/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 by September 1st of each year, as required in Education Law. 2. All steps involved in the appeals process and the resolution of such appeals shall occur in a timely and expeditious manner. 3. 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. 4. 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. 5. 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. 6. 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. 7. All written submissions referred to in paragraphs 2 and 5 shall be simultaneously exchanged between the parties. 8. 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. 9. 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.

10. 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. 11. 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. All appeals follow the same time frames.

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

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

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. Training will be conducted over multiple half-days and consist of all 9 required elements outlined in Regents Rules, Section 30-2.9. In addition, the Lead Evaluator and other evaluators will avail themselves of training opportunities from consultants and other educational organizations. As examples, activities will include workshops and webinars with noted experts 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. 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. The District Superintendent will certify lead evaluators upon receipt of evidence of completion of training. Training will consist of a minimum of two days per year. Recertification will take place on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

Created Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/878761-3Uqgn5g9Iu/APPR signature page 5-7-14.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.

**25 to 20 Point Conversion for Teachers Using Schoolwide
Growth Measures
(APPR Section 2.10)**

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

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	Percent ranges meeting target
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%
Highly Effective	17	85%	85% to 89%
	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	HEDI score	HEDI Points Awarded
SLO 1	30	90%	18	7.3
SLO 2	21	65%	13	3.7
SLO 3	23	80%	16	5.0
SLO 4				0.0
SLO 5				0.0
SLO 6				0.0
Total	74			16.0

Calculated values are printed in red.

This template translates a percent of students meeting their growth target 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

Grade 3-8 Teacher 20-point Local HEDI Scale for APPR

To calculate the Local 20-point HEDI score for the grade 3-8 teachers APPR, the average percent of level 3's and level 4's earned by the students in each school building (Stratford, Stewart and Middle School) on both the ELA and Math State Assessments will be determined.

	HEDI Points	+/-% Proficient As Compared to State Average	Range of scores for each HEDI point total	
	0	-17.50%	-17.50% and below to -15.57%	
	1	-15.56%	-15.56%	to -13.62%
	2	-13.61%	-13.61%	to -11.68%
	3	-11.67%	-11.67%	to -9.73%
	4	-9.72%	-9.72%	to -7.79%
	5	-7.78%	-7.78%	to -5.84%
	6	-5.83%	-5.83%	to -3.90%
	7	-3.89%	-3.89%	to -1.95%
	8	-1.94%	-1.94%	to -0.01%
	9	0.00%	0.00%	to 3.20%
	10	3.21%	3.21%	to 6.41%
	11	6.42%	6.42%	to 9.62%
	12	9.63%	9.63%	to 12.82%
	13	12.83%	12.83%	to 16.03%
	14	16.04%	16.04%	to 17.49%
	15	17.50%	17.50%	to 19.24%
	16	19.25%	19.25%	to 20.99%
	17	21.00%	21.00%	to 22.74%
	18	22.75%	22.75%	to 24.49%
	19	24.50%	24.50%	to 26.24%

The State-wide average percent for students earning level 3's and level 4's on both assessments (ELA and Math) for grade levels 3-5 and 6-8 will also be determined.

	20	26.25%	26.25%	to	above
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Using the table to the right, the HEDI score will be determined based upon the difference between the District building performance percentage and the state-wide percentage.

For example: Assume that the school building average of students earning level 3's and level 4's is 62% and that the state-wide average for this same population is 44%. The difference is 18%. Since 18% is between 17.50% and 19.24%, the HEDI score would be 15.

Grade 3-8 Teacher 15-point Local HEDI Scale for APPR

To calculate the Local 15-point HEDI score for the teacher APPR, the average percent of level 3's and level 4's earned by the students in each school building (Stratford, Stewart and Middle School) on both the ELA and Math State Assessments will be determined.

The State-wide average percent for students earning level 3's and level 4's on both assessments (ELA and Math) for grade levels 3-5 and 6-8 will also be determined.

Using the table to the right, the HEDI score will be determined based upon the difference between the District building performance percentage and the state-wide percentage.

For example: Assume that the school building average of students earning level 3's and level 4's is 62% and that the state-wide average for this same population is 44%. The difference is 18%. Since 18% is between 17.50% and 19.68%, the HEDI score would be 11.

	HEDI Points	+/-% Proficient As Compared to State Average	Range of scores for each HEDI point total	
Ineffective	0	-17.50%	-17.50%	and below to -15.32%
	1	-15.31%	-15.31%	to -13.14%
	2	-13.13%	-13.13%	to -10.95%
Developing	3	-10.94%	-10.94%	to -8.76%
	4	-8.75%	-8.75%	to -6.57%
	5	-6.56%	-6.56%	to -4.39%
	6	-4.38%	-4.38%	to -1.92%
	7	-1.91%	-1.91%	to -0.01%
Effective	8	0.00%	0.00%	to 5.82%
	9	5.83%	5.83%	to 11.66%
	10	11.67%	11.67%	to 17.49%
	11	17.50%	17.50%	to 19.68%
	12	19.69%	19.69%	to 21.87%
	13	21.88%	21.88%	to 24.05%
Highly Effective	14	24.06%	24.06%	to 26.24%
	15	26.25%	26.25%	to above

Grade 3-8 Teacher (Math and English only) 20-point Local HEDI Scale for APPR

To calculate the Local 20-point HEDI score for the grade 3-8 teachers APPR, the average percent of level 3's and level 4's earned by the students in each school building (Stratford, Stewart and Middle School) on both the ELA and Math State Assessments will be determined.

The State-wide average percent for students earning level 3's and level 4's on both assessments (ELA and Math) for grade levels 3-5 and 6-8 will also be determined.

Using the table to the right, the HEDI score will be determined based upon the difference between the District building performance percentage and the state-wide percentage.

For example: Assume that the school building average of students earning level 3's and level 4's is 62% and that the state-wide average for this same population is 44%. The difference is 18%. Since 18% is between 17.50% and 19.24%, the HEDI score would be 15.

	HEDI Points	Achievement Target Negotiated	Range of scores for each HEDI point total	
	0	-17.50%	-17.50% and below to 15.57%	
	1	-15.56%	15.56%	to -13.62%
	2	-13.61%	-13.61%	to -11.68%
	3	-11.67%	-11.67%	to -9.73%
	4	-9.72%	-9.72%	to -7.79%
	5	-7.78%	-7.78%	to -5.84%
	6	-5.83%	-5.83%	to -3.90%
	7	-3.89%	-3.89%	to -1.95%
	8	-1.94%	-1.94%	to -0.01%
	9	0.00%	0.00%	to 3.20%
	10	3.21%	3.21%	to 6.41%
	11	6.42%	6.42%	to 9.62%
	12	9.63%	9.63%	to 12.82%
	13	12.83%	12.83%	to 16.03%
	14	16.04%	16.04%	to 17.49%
	15	17.50%	17.50%	to 19.24%
	16	19.25%	19.25%	to 20.99%
	17	21.00%	21.00%	to 22.74%
	18	22.75%	22.75%	to 24.49%
	19	24.50%	24.50%	to 26.24%
	20	26.25%	26.25%	to above

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 Percentage Range of Students Reaching Target	
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%

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 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	Students Meeting or Exceeding School-Wide	Range of Scores
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%
Highly Effective	17	85%	85% to 89%
	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	HEDI score	HEDI Points Awarded
SLO 1	30	90%	18	7.3
SLO 2	21	65%	13	3.7
SLO 3	23	80%	16	5.0
SLO 4				0.0
SLO 5				0.0
SLO 6				0.0
Total	74			16.0

Calculated values are printed in red.

This template translates a percent of students meeting or exceeding the school-wide target 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.

HEDI Translation Template for Other Measure Counting as 20% of Composite

Enter HEDI Anchor Point (range 9-17) and anticipated 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

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 Range of Percentage of Students Reaching Target
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%
Highly Effective	17	85%	85% to 89%
	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	HEDI score	HEDI Points Awarded
Measure 1	30	90%	18	7.3
Measure 2	21	65%	13	3.7
Measure 3	23	80%	16	5.0
Total	74			16.0

Calculated values are printed in red.

This template translates a percent of students meeting or exceeding the school-wide target to a HEDI score. Each translation is based on the target required for 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

Note: The point values and ranges on the HEDI point scale(from zero to

	HEDI Points	Percentage of Students Reaching Target	HEDI scores and range and % of Students Reaching Target		
Ineffective	0	0%	0%	to	6%
	1	7%	7%	to	12%
	2	13%	13%	to	19%
Developing	3	20%	20%	to	26%
	4	27%	27%	to	32%
	5	33%	33%	to	39%
	6	40%	40%	to	46%
	7	47%	47%	to	52%
Effective	8	53%	53%	to	59%
	9	60%	60%	to	66%
	10	67%	67%	to	72%
	11	73%	73%	to	79%
	12	80%	80%	to	86%
	13	87%	87%	to	92%
Highly	14	93%	93%	to	96%
	15	97%	97%	to	100%

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
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)

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.

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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

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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

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

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

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

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

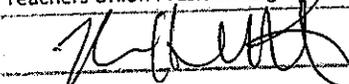
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

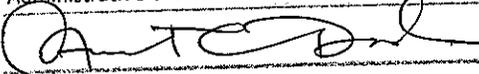
Superintendent Signature: Date:

 5/7/14

Teachers Union President Signature: Date:

 5/7/14

Administrative Union President Signature: Date:

 5/7/14

Board of Education President Signature: Date:

 5/7/14