



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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February 26, 2014

Revised

Maria L. Rianna, Superintendent
Glen Cove City School District
Dosoris Lane
Glen Cove, NY 11542

Dear Superintendent Rianna:

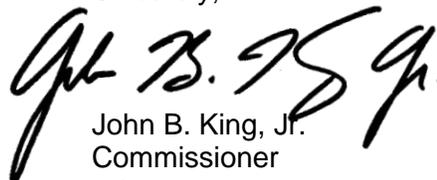
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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 Friday, November 15, 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 : 280100010000

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

280100010000

1.2) School District Name: GLEN COVE CITY SD

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

GLEN COVE CITY SD

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, January 13, 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	District, regional, or BOCES-developed assessment	Glen Cove Developed Grade K ELA Exam
1	District, regional, or BOCES-developed assessment	Glen Cove Developed Grade 1 ELA Exam
2	District, regional, or BOCES-developed assessment	Glen Cove Developed Grade 2 ELA Exam

	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.	HEDI categories shall be determined based upon the following district expectations. See table at 2.11 for HEDI breakdown and point allocation. The individual student growth targets will be set by the teacher in collaboration with administration for each SLO based upon prior student data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standard.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Glen Cove Developed Grade K Math Exam
1	District, regional, or BOCES-developed assessment	Glen Cove Developed Grade 1 Math Exam
2	District, regional, or BOCES-developed assessment	Glen Cove Developed Grade 2 Math Exam

	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.	HEDI categories shall be determined based upon the following district expectations. See table at 2.11 for HEDI breakdown and point allocation. The individual student growth targets will be set by the teacher in collaboration with administration for each SLO based upon prior student data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standard.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth.

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	Glen Cove Developed Grade 6 Science Exam
7	District, regional or BOCES-developed assessment	Glen Cove Developed Grade 7 Science Exam

	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.	HEDI categories shall be determined based upon the following district expectations. See table at 2.11 for HEDI breakdown and point allocation. The individual student growth targets will be set by the teacher in collaboration with administration for each SLO based upon prior student data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standard.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth.

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	Glen Cove Developed Grade 6 Social Studies Exam
7	District, regional or BOCES-developed assessment	Glen Cove Developed Grade 7 Social Studies Exam
8	District, regional or BOCES-developed assessment	Glen Cove Developed Grade 8 Social Studies Exam

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.	HEDI categories shall be determined based upon the following district expectations. See table at 2.11 for HEDI breakdown and point allocation. The individual student growth targets will be set by the teacher in collaboration with administration for each SLO based upon prior student data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth.

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	Glen Cove Developed Global 1 Final Exam

	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.	HEDI categories shall be determined based upon the following district expectations. See table at 2.11 for HEDI breakdown and point allocation. The individual student growth targets will be set by the teacher in collaboration with administration for each SLO based upon prior student data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth.

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.	HEDI categories shall be determined based upon the following district expectations. See table at 2.11 for HEDI breakdown and point allocation. The individual student growth targets will be set by the teacher in collaboration with administration for each SLO based upon prior student data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student academic growth in the Regents beyond expectations during the school year.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth in the Regents.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard in the Regents.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth in the Regents.

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.	HEDI categories shall be determined based upon the following district expectations. See table at 2.11 for HEDI breakdown and point allocation. The individual student growth targets will be set by the teacher in collaboration with administration for each SLO based upon prior student data. For Algebra I, students are enrolled in a common core course and will take both the NYS Integrated Algebra Regents and the NYS Algebra Common Core Regents. Teachers will use the higher of the two assessment scores.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student academic growth in the Regents beyond expectations during the school year.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth in the Regents.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard in the Regents.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth in the Regents.

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	Glen Cove Developed Grade 9 ELA Exam
Grade 10 ELA	District, regional or BOCES-developed assessment	Glen Cove Developed Grade 10 ELA Exam
Grade 11 ELA	Regents assessment	NYS Comprehensive English 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.	HEDI categories shall be determined based upon the following district expectations. See table at 2.11 for HEDI breakdown and point allocation. The individual student growth targets will be set by the teacher in collaboration with administration for each SLO based upon prior student data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth.

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
Elementary Art	District, Regional or BOCES-developed	Glen Cove Developed Elementary Art Exam
Elementary Music	District, Regional or BOCES-developed	Glen Cove Developed Elementary Music Exam
Elementary Physical Education	District, Regional or BOCES-developed	Glen Cove Developed Elementary Physical Education Exam
Elementary Library	District, Regional or BOCES-developed	Glen Cove Developed Elementary Library Exam
Grade 8 Spanish	District, Regional or BOCES-developed	Glen Cove Developed Grade 8 Spanish Exam
Grade 8 Italian	District, Regional or BOCES-developed	Glen Cove Developed Grade 8 Italian Exam
Middle School Band	District, Regional or BOCES-developed	Glen Cove Developed Middle School Band Exam
Middle School Chorus	District, Regional or BOCES-developed	Glen Cove Developed Middle School Chorus Exam
Middle School Orchestra	District, Regional or BOCES-developed	Glen Cove Developed Middle School Orchestra Exam
Middle School Physical Education	District, Regional or BOCES-developed	Glen Cove Developed Middle School Physical Education Exam
Grade 6 General Music	District, Regional or BOCES-developed	Glen Cove Developed Grade 6 General Music Exam
Grade 7 Art	District, Regional or BOCES-developed	Glen Cove Developed Grade 7 Art Exam
Grade 7 Technology	District, Regional or BOCES-developed	Glen Cove Developed Grade 7 Technology Exam
Grade 8 Health	District, Regional or BOCES-developed	Glen Cove Developed Grade 8 Health Exam
Grade 8 Technology	District, Regional or BOCES-developed	Glen Cove Developed Grade 8 Technology Exam
Grade 7 & 8 Home and Careers	District, Regional or BOCES-developed	Glen Cove Developed Grade 7 & 8 Home and Careers Exam
ESL where NYSESLAT is administered	State Assessment	NYSESLAT
Resource Room	State Assessment	Grade specific NYS ELA and Math Assessments
AIS ELA & Math	State Assessment	Grade specific NYS ELA and Math Assessments

see attachment for all HS courses

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.	HEDI categories shall be determined based upon the following district expectations. See table at 2.11 for HEDI breakdown and point allocation. The individual student growth targets will be set by the teacher in collaboration with administration for each SLO based upon prior student data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student academic growth beyond expectations during the school year.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standard.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth.

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

[assets/survey-uploads/5364/132922-avH4IQNZMh/Form 2.10_1.pdf](#)

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/132922-TXEttx9bQW/SLO chart.doc](#)

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.

No local adjustments being used

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 Wednesday, February 19, 2014

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (ELA Gr. 4)
5	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (ELA Gr. 5)
6	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (ELA Gr. 6)

7	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (ELAGr. 7)
8	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (ELA Gr. 8)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The District will calculate teacher-level effectiveness ratings for the locally selected measures of student growth or achievement by assigning teachers to HEDI categories, as per the attached chart: (0-15 point distribution chart attached in 3.3)</p> <p>For Grades 4 -Grade 5, teachers in collaboration with the administration will set individual growth or achievement targets based on baseline data. The local assessment for grades 4-5 are based on Fountas and Pinnell. For grades 6-8, teachers in collaboration with the administration will set individual growth or achievement targets based on baseline data. Targets will be set by mid November. All teachers of the same grade or subject will utilize the same measure. Regardless of the options selected, all measures will be rigorous and comparable across classrooms.</p> <p>The 20 point chart in 3.13 will be used until the Value Added Model is implemented.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that surpasses District expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that aligns with District expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that approaches but does not fully align with District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance does not result in student learning that aligns with District expectations.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessments (Math Gr. 4)

5	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessments (Math Gr. 5)
6	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessments (Math Gr. 6)
7	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessments (Math Gr. 7)
8	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessments (Math Gr. 8)

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.	<p>The District will calculate teacher-level effectiveness ratings for the locally selected measures of student growth or achievement by assigning teachers to HEDI categories, as per the attached chart: (0-15 point distribution chart attached in 3.3)</p> <p>For grades 4-8, teachers in collaboration with the administration will set individual growth or achievement targets based on baseline data. Targets will be set by mid November. All teachers of the same grade and subject wil utilize the same measure. Regardless of the options selected, all measures will be rigorous and comparable across classrooms.</p> <p>The 20 point chart in 3.13 will be used until the Value Added Model is implemented.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that surpasses District expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that aligns with District expectations.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that approaches but does not fully align with District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance does not result in student learning that aligns with District expectations.

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (ELA Kdg.)
1	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (ELA Gr. 1)
2	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (ELA Gr. 2)
3	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (ELA Gr. 3)

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.	The District will calculate teacher-level effectiveness ratings for the locally selected measures of student growth by assigning teachers to HEDI categories, as per the attached chart, found in 3.13: For Grades Kdg. -Grade 3, teachers in collaboration with the administration will set individual growth targets based on baseline data. The local assessment for grades Kdg-3 are based on Fountas and Pinnell and are different than the assessments in Task 2.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that surpasses District expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that aligns with District expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that approaches but does not fully align with District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance does not result in student learning that aligns with District expectations.

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
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K	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (Math Kdg.)
1	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (Math Gr. 1)
2	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (Math Gr. 2)
3	5) District, regional, or BOCES–developed assessments	GCSD Locally Developed Assessment (Math Gr. 3)

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.	The District will calculate teacher-level effectiveness ratings for the locally selected measures of student growth by assigning teachers to HEDI categories, as per the attached chart, found in 3.13: For Grades Kdg. -Grade 2, teachers in collaboration with the administration will set class wide growth or achievement targets based on baseline data. For Grade 3, teachers in collaboration with the administration will set individual growth or achievement targets based on baseline data. Targets will be set by mid-November. All teachers of the same grade and subject will utilize the same measure. Regardless of the option selected, all measures will be rigorous and comparable across classrooms.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that surpasses District expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that aligns with District expectations.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance results in student learning that approaches but does not fully align with District expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Evidence indicates teacher performance does not result in student learning that aligns with District expectations.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Glen Cove Developed Grade 6 Science Exam
7	5) District, regional, or BOCES–developed assessments	Glen Cove Developed Grade 7 Science Exam

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.	These courses will measure achievement on the district developed assessments. See conversion tables at 3.13 for converting scores into 0-20 scale. The specific achievement targets will be determined by teachers in collaboration with administration, by grade level and/or department.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student academic achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standards
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement

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	Glen Cove Developed Grade 6 Social Studies Exam
7	5) District, regional, or BOCES–developed assessments	Glen Cove Developed Grade 7 Social Studies Exam
8	5) District, regional, or BOCES–developed assessments	Glen Cove Developed Grade 8 Social Studies Exam

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.	These courses will measure achievement on the district developed assessments. See conversion tables at 3.13 for converting scores into 0-20 scale. The specific achievement targets will be determined by teachers in collaboration with
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administration, by grade level and/or department.

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

The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.

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

The work of the teacher results in acceptable, measurable and appropriate student academic achievement

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

The work of the teacher results in student academic achievement that does not meet the established standards

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

The work of the teacher does not result in acceptable student academic achievement

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Glen Cove Developed Global 1 Exam
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global History Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	NYS U.S. History Regents Exam

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.

These courses will measure achievement on the district developed or Regents assessments. See conversion tables at 3.13 for converting scores into 0-20 scale. The specific achievement targets will be determined by teachers in collaboration with administration, by grade level and/or department.

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

The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.

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

The work of the teacher results in acceptable, measurable and appropriate student academic achievement

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

The work of the teacher results in student academic achievement that does not meet the established standards

grade/subject.

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

The work of the teacher does not result in acceptable student academic achievement

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 Exam
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Exam
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Exam
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Exam

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.	These courses will measure achievement on the Regents assessments. See conversion tables at 3.13 for converting scores into 0-20 scale. The specific achievement targets will be determined by teachers in collaboration with administration, by grade level and/or department.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student academic achievement
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standards
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement

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 Integrated & Common Core Algebra Regents Exams
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 / Trigonometry Regents Exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	These courses will measure achievement on the Regents assessments. See conversion tables at 3.13 for converting scores into 0-20 scale. The specific achievement targets will be determined by teachers in collaboration with administration, by grade level and/or department. For Algebra I, students in common core courses take both NYS Regents assessments and teachers will use the higher of the two assessment scores
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student academic achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standards
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement

3.11) High School English Language Arts

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

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

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

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.	These courses will measure achievement on the district developed assessments, or Regents, where applicable. See conversion tables at 3.13 for converting scores into 0-20 scale. The specific achievement targets will be determined by teachers in collaboration with administration, by grade level and/or department. .
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student academic achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standards
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement

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
-------------------------	---	------------

Elementary Art	5) District/regional/BOCES–developed	Glen Cove Developed Elementary Art Exam
Elementary Music	5) District/regional/BOCES–developed	Glen Cove Developed Elementary Music Exam
Elementary Physical Education	5) District/regional/BOCES–developed	Glen Cove Developed Elementary Physical Education Exam
Elementary Library	5) District/regional/BOCES–developed	Glen Cove Developed Elementary Library Exam
Grade 8 Spanish	5) District/regional/BOCES–developed	Glen Cove Developed Grade 8 Spanish Exam
Grade 8 Italian	5) District/regional/BOCES–developed	Glen Cove Developed Grade 8 Italian Exam
Middle School Band	5) District/regional/BOCES–developed	Glen Cove Developed Middle School Band Exam
Middle School Chorus	5) District/regional/BOCES–developed	Glen Cove Developed Middle School Chorus Exam
Middle School Orchestra	5) District/regional/BOCES–developed	Glen Cove Developed Middle School Orchestra Exam
Middle School Physical Education	5) District/regional/BOCES–developed	Glen Cove Developed Middle School Physical Education Exam
Grade 6 General Music	5) District/regional/BOCES–developed	Glen Cove Developed Grade 6 General Music Exam
Grade 7 Art	5) District/regional/BOCES–developed	Glen Cove Developed Grade 7 Art Exam
Grade 7 Technology	5) District/regional/BOCES–developed	Glen Cove Developed Grade 7 Technology Exam
Grade 8 Health	5) District/regional/BOCES–developed	Glen Cove Developed Grade 8 Health Exam
Grade 8 Technology	5) District/regional/BOCES–developed	Glen Cove Developed Grade 8 Technology Exam
Grade 7 Home and Careers	5) District/regional/BOCES–developed	Glen Cove Developed Grade 7 Home and Careers Exam
Grade 8 Home and Careers	5) District/regional/BOCES–developed	Glen Cove Developed Grade 8 Home and Careers Exam
Resource Room	5) District/regional/BOCES–developed	Glen Cove Developed Grade Specific Resource Room Assessment
see attachment for all other HS courses		

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	These courses will measure achievement on the district developed assessments. See conversion tables at 3.13 for
--	---

subcomponent. If needed, you may upload a table or graphic at 3.13, below.	converting scores into 0-20 scale. The specific achievement targets will be determined by teachers in collaboration with administration, by grade level and/or department.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student academic achievement beyond expectations during the school year.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student academic achievement
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic achievement that does not meet the established standards
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student academic achievement

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

assets/survey-uploads/5139/132969-Rp00I6pk1T/Form 3.12.PDF

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/12149/784901-y92vNseFa4/Teachers Local 20% measures scoring conversion chart rev3-4 3-12.doc

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.

(No response)

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.

For each measure, a HEDI score will be determined and those scores will be averaged to determine a teacher's final HEDI score. Normal 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)

Created Tuesday, April 30, 2013

Updated Wednesday, February 12, 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.)

NYSUT Teacher Practice Rubric

(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]	45
--	----

One or more observation(s) by trained independent evaluators	
--	--

Observations by trained in-school peer teachers	
---	--

Feedback from students using State-approved survey tool	
---	--

Feedback from parents/caregivers using State-approved survey tool	
---	--

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The observation process will measure NYS Teaching Standards 1-5. The artifact submission process will measure NYS Teaching Standards 6-7. All points will be awarded in accordance with the rubric. The average rubric score, from a scale of 1-4, will be taken for all elements in the Standards that were observed or measured. For each observation, a 1-4 score will be determined for each standard. Those standard scores will be averaged for a final 1-4 score. The 1-4 score for each observation will be averaged to assign a final observation score.

The teacher's rubric average for Standards 1-5 will be multiplied by .75 (45 points out of 60); the teacher's rubric average for Standards 6-7 will be multiplied by .25 (15 points out of 60). These numbers will then be added together to reach the teacher's total rubric average for all the Standards (normal rounding rules will apply). This rubric average will be converted into a 0-60 score based upon the following conversions in the HEDI descriptions below. The rubric scores listed on the conversion chart are the minimum values needed to receive the corresponding HEDI score.

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

assets/survey-uploads/5091/132992-eka9yMJ855/new 60% chart_updated.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed NYS Teaching Standards. Teacher achieves a rubric average score of at least 3.5
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet NYS Teaching Standards. Teacher achieves a rubric average score between 2.5 and 3.4
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet NYS Teaching Standards. Teacher achieves a rubric average score between 1.5 and 2.4
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet NYS Teaching Standards. Teacher achieves a rubric average score between 1 and 1.4

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Enter 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 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?

- Not Applicable

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	2
Informal/Short	0
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?

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, November 15, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, February 12, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/145647-Df0w3Xx5v6/TIP Form.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

- A. Within ten (10) school days of the receipt of a teacher's APPR report or Teacher Improvement Plan, the teacher may request, in writing, review by the Superintendent of Schools, provided, however, that an overall performance rating of "ineffective" or "developing" on the annual evaluation are the only ratings subject to appeal.
- B. The appeal writing shall articulate with reasonable particularity the basis of the appeal to the Superintendent of Schools. In accordance with § 3012-c, the evaluated teacher may challenge the following:
- 1) The substance of the annual professional performance review;
 - 2) The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
 - 3) The District's adherence to the Commissioner's Regulations, as applicable to such reviews;
 - 4) Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews;
 - 5) The District's issuance and/or implementation of the terms of the teacher improvement plan.
- C. Within ten (10) calendar days of receipt of the appeal, the Superintendent of Schools shall render an initial determination, in writing, respecting the appeal. It is a final determination for teachers rated 'developing'. The Superintendent shall respond with reasonable particularity, and his/her decision shall be supported by a preponderance of the evidence.
- D. The Superintendent's decision shall be final and shall not be grievable or arbitrable for any teacher appealing a rating of "developing." However, the Association may submit the aforesaid appeal determination of a teacher appealing a rating of "ineffective" directly to Step 2 of the grievance and arbitration procedure set forth in Article 31 of the parties' collective bargaining agreement. (A copy of Article 31 of the CBA has been uploaded in the attachments folder.)
- E. Non-tenured teachers shall be permitted to appeal a rating of "ineffective" to the Superintendent, in accordance with the procedures set forth for tenured teachers in paragraphs A-C above. The Superintendent's decision shall be final and shall not be grievable or arbitrable. Notwithstanding the foregoing, the Association may grieve a District's issuance and/or implementation of the terms of the teacher improvement plan for a non-tenured teacher in accordance with Article 31 of the parties' collective bargaining agreement. Rights provided to probationary teachers denied tenure at the end of probation under §3031 of the Education Law shall not be abrogated. (A copy of Article 31 of the CBA has been uploaded in the attachments folder.)
- F. The parties agree that this appeals process shall be re-evaluated annually and any changes to the process shall be re-negotiated.
- Note: All steps of the appeals process will conclude in a timely and expeditious manner in accordance with Education Law 3012C.

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.

Training in Performance Evaluation

The District will ensure that all lead evaluators and evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training has been and will continue to be conducted by Nassau BOCES. Lead evaluator training has been and will continue to be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

- New York State Teaching Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate teachers
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers
- Specific considerations in evaluating teachers of ELLs and students with disabilities

The Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

The Superintendent or his designee will ensure that lead evaluators participate in annual training and are recertified on an annual basis. Nassau BOCES will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

The District is now establishing a process to ensure that lead evaluators maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

The District will further endeavor to provide ongoing training for teachers on how to best use data to inform instruction. Training will consist of a minimum of 2 hours per year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, December 17, 2013

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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):

3-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score(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-2 Elementary School	District, regional, or BOCES-developed	Glen Cove Developed Grade 2 ELA and Math Exams

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.	The principal will be rated according to the percent of students who reach their growth target in the SLOs. The principal and the superintendent or his/her designee will collaboratively set individual growth targets, based on baseline data.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The principals' leadership results in at least 90 percent of grade 2 students meeting or exceeding the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The principals' leadership results in 56-89 percent of grade 2 students meeting or exceeding the growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The principals' leadership results in 20-55 percent of grade 2 students in the building meeting or exceeding the growth target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The principals' leadership results in less than 20 percent of grade 2 students in the building meeting or exceeding the growth target.

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

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.

none

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 Thursday, February 06, 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
3-5	(d) measures used by district for teacher evaluation	GCSD Locally Developed Assessments (Math and ELA) [grades 3, 4, 5]
6-8	(d) measures used by district for teacher evaluation	GCSD Locally Developed Assessments (Math and ELA) [grades 6, 7, 8]
9-12	(g) % achieving specific level on Regents or alternatives	All NYS Regents exams offered by District

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>Grades 3-8: The District will be using measures based on locally developed assessments to calculate principal effectiveness ratings for the locally selected measures of student growth. The principal in collaboration with the Superintendent and his/her designee will set individual growth targets based on baseline data. HEDI points will be assigned using the uploaded conversion chart. The 20 point Chart in 8.2 will be used until the Value Added Model is implemented.</p> <p>High School: The Principal will be assessed based upon the average school wide percentage of students passing (65 or higher) for all Regents exams offered by the district from the current cohort. The attached chart explains the conversion into a 0-15 HEDI scale. The 20 point chart in 8.2 will be used until the Value Added model is implemented.</p> <p>Note: For Algebra I, students will take both NYS Regents exams and the higher score will be used. For ELA 11, the</p>
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district will administer only the NYS Comprehensive English Regents

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

Grades 3-8: Evidence indicates principal performance results in student learning that surpasses District expectations.

High School: The average school wide passing percentage for all Regents exams exceed district expectations.

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

Grades 3-8: Evidence indicates that principal performance results in student learning that aligns with District expectations.

High School: The average school wide passing percentage for all Regents exams meets district expectations.

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

Grades 3-8: Evidence indicates that principal performance results in student learning that approaches but does not fully align with District expectations.

High School: The average school wide passing percentage for all Regents exams is below district expectations.

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

Grades 3-8: Evidence indicates that principal performance does not result in student learning that aligns with District expectations.

High School: The average school wide passing percentage for all Regents exams is significantly below district expectations.

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

(No response)

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

assets/survey-uploads/12190/784906-qBFVOWF7fC/Chart 8.1- Principals Local 15 % measures scoring conversion chart_1.doc

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-2	(d) measures used by district for teacher evaluation	GCSD Locally Developed Assessments (Math and ELA) Grade 2

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.	Grades K-2: Principals in collaboration with Superintendent or his/her designee will set individual student growth targets based on baseline data. HEDI points will be assigned using the uploaded conversion chart. The Grade 2 ELA Assessment which will be based on Fountas and Pinnell and the Grade 2 Math assessment are different assessments than the ones used in 7.3
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-2: Evidence indicates principal performance results in student learning that surpasses District expectations.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	K-2: Evidence indicates principal performance results in student learning that aligns with District expectations.

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

K-2: Evidence indicates principal performance results in student learning that approaches but does not fully align with District expectations.

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

K-2: Evidence indicates principal performance does not result in student learning that aligns with District expectations.

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

(No response)

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

[assets/survey-uploads/12190/784906-T8MIGWUVm1/Chart 8.2- principals Local 20% measures scoring conversion chart_2.doc](#)

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.

(No response)

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.

(No response)

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 Thursday, January 30, 2014

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principals will receive a score between 1-4 in each of the domains of the rubric, based upon school visits and submission of evidence. Evidence will be collected for each domain of the rubric that is observed during each school visit and the final 1-4 score is based on all of the evidence collected and observed over the course of multiple visits.

The domains will be weighted as followed:

Domain 1: 10/60, Domain 2: 10/60, Domain 3: 10/60, Domain 4: 10/60, Domain 5: 4/60, Domain 6: 4/60, Domain 7: 12/60. The rubric score for a particular domain is weighted according to the point distribution and the weighted rubric scores for each domain will be added together to arrive at the final 1-4 rubric score. The total rubric average will be converted into a score of 0-60 and a HEDI category, according to the attached conversion tables. The rubric scores on the conversion chart are the minimum scores needed to receive the corresponding HEDI score.

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/5143/133062-pMADJ4gk6R/60% principals.doc

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.	The principal's overall performance and results exceed the ISLLC standards, as measured through the lens of the Multidimensional Rubric.
---	--

	(The points within the HEDI categories will be assigned based upon the conversion table in the above attached document.)
Effective: Overall performance and results meet standards.	The principal's overall performance and results meet the ISLLC standards, The principal's overall performance and results exceed the ISLLC standards, as measured through the lens of the Multidimensional Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	The principal's overall performance and results need improvement in order to meet the ISLLC standards, as measured through the lens of the Multidimensional Rubric.
Ineffective: Overall performance and results do not meet standards.	The principal's overall performance and results do not meet the ISLLC standards, as measured through the lens of the Multidimensional Rubric.

Please provide the locally-negotiated 60 point scoring bands.

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

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, November 15, 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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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 Thursday, February 06, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/784909-Df0w3Xx5v6/Glen Cove revised PIP.rtf

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:

Appeals Process

1. Appeals shall be limited to those tenured principals who have received a composite effectiveness score on their APPR resulting in a rating of “Ineffective” or “Developing”. A tenured principal who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP, as set forth in subsection 2(d) below.

2. Within ten (10) school days, not including days on which the principal is on vacation, of the receipt of the final APPR evaluation or Principal Improvement Plan, providing a rating as set forth in Subparagraph (1) above, a principal may appeal his/her APPR to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. The principal must include any and all additional documents or written materials that support the principal’s appeal and are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Appeals shall be limited to:

- (a) the substance of the annual professional performance review;
- (b) the District’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Educational law;
- (c) the District’s adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedure; and
- (d) the District’s issuance and/or implementation of the terms of the principal’s improvement plan.

3. Any issue not raised in the written appeal shall be deemed waived.

4. The principal bears the burden of demonstrating by a preponderance of evidence the merits of his/her appeal.

5. Within twenty (20) school days of receipt of the appeal, the Superintendent of Schools shall render a written determination with respect thereto.

6. Subject to subparagraph 7 below, the determination of the Superintendent of Schools as to the substance of the annual professional performance review shall not be grievable, arbitrable, or reviewable in any other forum.

7. Notwithstanding the above, in the event that a tenured principal receives an Ineffective APPR evaluation rating, the building principal may, within three (3) school days of receipt of the final evaluation, request a review be performed by a mutually agreed upon retired administrator. Within five (5) calendar days of the request for review, the parties shall be furnished a list of retired administrators willing to conduct a review from the New York State Retired Supervisors and Administrators Association or any other organization that may maintain such a list. The list of names shall also include resume and fees. If the parties within five (5) business days cannot mutually agree upon the selection of the retired administrator the list shall be provided to the AAA for selection. The cost of the AAA will be borne equally by both parties. The fee for the review shall in no event exceed customary AAA arbitrator rates. The cost of the independent review shall be born equally by both parties.

The review shall consist of reviewing the preliminary decision, the evidence underlying the observations/evaluations of the principal, and all other evidence submitted by the principal and/or the district. The evidence and arguments shall be presented to the retired administrator for review within fifteen (15) business days after his/her selection. Upon completion of the review the retired administrator shall render a written advisory opinion within ten (10) business days after receipt of the evidence and arguments from both sides. The advisory opinion may recommend upholding, reversing, or modifying the preliminary determination as well as provide recommendations, including but not limited to, adjustments to the principal improvement plan or other corrective actions. The selection of the arbitrator will occur in a timely and expeditious manner in accordance with Education Law 3012C.

8. Upon receipt of the advisory decision the Superintendent shall within five (5) school days review said advisory opinion and in his/her sole discretion either adopt, reject, in whole, or in part, the advisory opinion. The decision of the Superintendent or the Superintendent’s administrative designee upon review of the advisory opinion shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

9. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.

10. Procedural objections to the appeal process or PIP plan shall be subject to this appeal process.

11. The time frames referred to herein may be extended by mutual written agreement of the parties. However, the parties shall ensure that all steps herein and resolution of the appeals process occur in a timely and expeditious manner

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 District will ensure that all lead evaluators and evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training has been and will continue to be conducted by Nassau BOCES. Lead evaluator training has been and will continue to be conducted in accordance with the certification requirements per the Commissioner's regulations. This training will include the following:

- Leadership Standards and their related functions
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the State-approved teacher or principal rubrics
- Application and use of any assessment tools used to evaluate principals
- Application and use of State-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate principals
- Specific considerations in evaluating principals of ELLs and students with disabilities

The Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators.

The Superintendent or his designee will ensure that lead evaluators participate in annual training and are recertified on an annual basis. Nassau BOCES will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

The District is now establishing a process to ensure that lead evaluators maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

The District will further endeavor to provide ongoing training for evaluators on how to best use data to inform instruction. There will be a minimum of two hours of training per year.

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	Checked
---	---------

teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.

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

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

12. Joint Certification of APPR Plan

Created Wednesday, February 26, 2014

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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/12158/1048827-3Uqgn5g9Iu/District Certification.pdf](assets/survey-uploads/12158/1048827-3Uqgn5g9Iu/District%20Certification.pdf)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Form 2.10 continued – All Other Courses

COURSE or SUBJECT	OPTION	ASSESSMENT
English 9-H	District, Regional, or BOCES developed assessment	Glen Cove Developed English 9-H Exam
English 9-R	District, Regional, or BOCES developed assessment	Glen Cove Developed English 9-R Exam
AIS-English	District, Regional, or BOCES developed assessment	Glen Cove Developed AIS-English Exam
English 9ESL	District, Regional, or BOCES developed assessment	Glen Cove Developed English 9 ESL Exam
English 10-R	District, Regional, or BOCES developed assessment	Glen Cove Developed English 10-R Exam
English 10 ESL	District, Regional, or BOCES developed assessment	Glen Cove Developed English 10 ESL Exam
English 11-H	District, Regional, or BOCES developed assessment	Glen Cove Developed English 11-H Exam
AIS-English 11R	District, Regional, or BOCES developed assessment	Glen Cove Developed AIS-English 11R Exam
Film Appreciation and Criticism	District, Regional, or BOCES developed assessment	Glen Cove Developed Film Appreciation and Criticism Exam
Creative Writing	District, Regional, or BOCES developed assessment	Glen Cove Developed Creative Writing Exam
College Prep Eng R	District, Regional, or BOCES developed assessment	Glen Cove Developed College Prep Eng R Exam
Horror and Suspense	District, Regional, or BOCES developed assessment	Glen Cove Developed Horror and Suspense Exam
Children's Literature	District, Regional, or BOCES developed assessment	Glen Cove Developed Children's Literature Exam
Journalism I	District, Regional, or BOCES developed assessment	Glen Cove Developed Journalism I Exam
TV Production I	District, Regional, or BOCES developed assessment	Glen Cove Developed TV Production I Exam
TV Production II	District, Regional, or BOCES developed assessment	Glen Cove Developed TV Production II Exam
AP English Lit/Comp	District, Regional, or BOCES developed assessment	Glen Cove Developed AP English Lit/Comp Exam
AP Eng Lang/Comp	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Eng Lang/Comp Exam
WISE English	District, Regional, or BOCES developed assessment	Glen Cove Developed WISE English Exam

Essay Writing for College	District, Regional, or BOCES developed assessment	Glen Cove Developed Essay Writing for College Exam
Theatre Arts	District, Regional, or BOCES developed assessment	Glen Cove Developed Theatre Arts Exam
AIS-Soc. Studies	District, Regional, or BOCES developed assessment	Glen Cove Developed AIS-Soc. Studies Exam
Global History 9-R	District, Regional, or BOCES developed assessment	Glen Cove Developed Global History 9-R Exam
Global History 9 AIS	District, Regional, or BOCES developed assessment	Glen Cove Developed Global History 9 AIS Exam
Global History 10-R	District, Regional, or BOCES developed assessment	Glen Cove Developed Global History 10-R Exam
AP World History	District, Regional, or BOCES developed assessment	Glen Cove Developed AP World History Exam
AP American History	District, Regional, or BOCES developed assessment	Glen Cove Developed AP American History Exam
American Issues AIS	District, Regional, or BOCES developed assessment	Glen Cove Developed American Issues AIS Exam
Trial and Debate	District, Regional, or BOCES developed assessment	Glen Cove Developed Trial and Debate Exam
Criminal Justice	District, Regional, or BOCES developed assessment	Glen Cove Developed Criminal Justice Exam
C.A.U.S.E.	District, Regional, or BOCES developed assessment	Glen Cove Developed C.A.U.S.E. Exam
Intro to Sociology	District, Regional, or BOCES developed assessment	Glen Cove Developed Intro to Sociology Exam
Psychology	District, Regional, or BOCES developed assessment	Glen Cove Developed Psychology Exam
Part in Gov R	District, Regional, or BOCES developed assessment	Glen Cove Developed Part in Gov R Exam
AP Am Gov/Mod Eco	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Am Gov/Mod Eco Exam
Economics R	District, Regional, or BOCES developed assessment	Glen Cove Developed Economics R Exam
AIS-Mathematics	District, Regional, or BOCES developed assessment	Glen Cove Developed AIS-Mathematics Exam
Financial Algebra	District, Regional, or BOCES developed assessment	Glen Cove Developed Financial Algebra Exam
College Math 12 R	District, Regional, or BOCES developed assessment	Glen Cove Developed College Math 12 R Exam
Pre Calc/Diff Calc (H)	District, Regional, or BOCES developed assessment	Glen Cove Developed Pre Calc/Diff Calc (H) Exam
Trigonometry Topics	District, Regional, or BOCES developed assessment	Glen Cove Developed Trigonometry Topics Exam
AP Calculus AB	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Calculus AB Exam

AP Calculus BC	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Calculus BC Exam
AP Statistics	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Statistics Exam
Algebra 1A ESL	District, Regional, or BOCES developed assessment	Glen Cove Developed Algebra 1A ESL Exam
Intro to Gaming and Graphics	District, Regional, or BOCES developed assessment	Glen Cove Developed Intro to Gaming and Graphics Exam
Algebra 2 Topics	District, Regional, or BOCES developed assessment	Glen Cove Developed Algebra 2 Topics Exam
Geometric Topics	District, Regional, or BOCES developed assessment	Glen Cove Developed Geometric Topics Exam
Statistics Through Applications	District, Regional, or BOCES developed assessment	Glen Cove Developed Statistics Through Applications Exam
Algebra 1A	District, Regional, or BOCES developed assessment	Glen Cove Developed Algebra 1A Exam
AIS-Science	District, Regional, or BOCES developed assessment	Glen Cove Developed AIS-Science Exam
MST(Math, Science, Technology)Research	District, Regional, or BOCES developed assessment	Glen Cove Developed MST(Math, Science, Technology) Research Exam
AP Physics	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Physics Exam
Astronomy	District, Regional, or BOCES developed assessment	Glen Cove Developed Astronomy Exam
AP Biology	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Biology Exam
Forensic Science I	District, Regional, or BOCES developed assessment	Glen Cove Developed Forensic Science I Exam
Environmental Studies	District, Regional, or BOCES developed assessment	Glen Cove Developed Environmental Studies Exam
Forensic Science II	District, Regional, or BOCES developed assessment	Glen Cove Developed Forensic Science II Exam
Forensics - SUPA	District, Regional, or BOCES developed assessment	Glen Cove Developed Forensics - SUPA Exam
Health in our Times (A/B)	District, Regional, or BOCES developed assessment	Glen Cove Developed Health in our Times (A/B) Exam
Health in our Times (Semester)	District, Regional, or BOCES developed assessment	Glen Cove Developed Health in our Times (Semester) Exam
Marine Biology I	District, Regional, or BOCES developed assessment	Glen Cove Developed Marine Biology I Exam
Marine Biology II	District, Regional, or BOCES developed assessment	Glen Cove Developed Marine Biology II Exam
Personal Finance	District, Regional, or BOCES developed assessment	Glen Cove Developed Personal Finance Exam
Computer Application	District, Regional, or BOCES developed assessment	Glen Cove Developed Computer Application Exam

Marketing I	District, Regional, or BOCES developed assessment	Glen Cove Developed Marketing I Exam
Marketing III- DECA 9/10	District, Regional, or BOCES developed assessment	Glen Cove Developed Marketing III- DECA 9/10 Exam
Marketing IV-DECA 11/12	District, Regional, or BOCES developed assessment	Glen Cove Developed Marketing IV-DECA 11/12 Exam
College Marketing -NYIT	District, Regional, or BOCES developed assessment	Glen Cove Developed College Marketing -NYIT Exam
Wood Working	District, Regional, or BOCES developed assessment	Glen Cove Developed Wood Working Exam
Photography	District, Regional, or BOCES developed assessment	Glen Cove Developed Photography Exam
Spanish I	District, Regional, or BOCES developed assessment	Glen Cove Developed Spanish I Exam
Spanish II	District, Regional, or BOCES developed assessment	Glen Cove Developed Spanish II Exam
Spanish IV Honors	District, Regional, or BOCES developed assessment	Glen Cove Developed Spanish IV Honors Exam
AP Spanish LANG	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Spanish LANG Exam
AP Spanish LIT	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Spanish LIT Exam
Italian II	District, Regional, or BOCES developed assessment	Glen Cove Developed Italian II Exam
Italian IV Honors	District, Regional, or BOCES developed assessment	Glen Cove Developed Italian IV Honors Exam
Italian SUPA 201	District, Regional, or BOCES developed assessment	Glen Cove Developed Italian SUPA 201 Exam
Sp. Nat. Lang Arts 1	District, Regional, or BOCES developed assessment	Glen Cove Developed Sp. Nat. Lang Arts 1 Exam
ESL Instruction I	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Instruction I Exam
ESL Instruction II	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Instruction II Exam
ESL Instruction III	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Instruction III Exam
ESL Instruction IV	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Instruction IV Exam
ESL Math Skills	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Math Skills Exam
ESL Transitional	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Transitional Exam
ESL American Govt & Eco	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL American Govt & Eco Exam
ESL Global History 9	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Global History 9 Exam

ESL Global History Skills	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Global History Skills Exam
ESL Social Studies	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Social Studies Exam
ESL General Science	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL General Science Exam
ESL Basic Science	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Basic Science Exam
ESL Comp. Science	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Comp. Science Exam
Mandarin Chinese II	District, Regional, or BOCES developed assessment	Glen Cove Developed Mandarin Chinese II Exam
Studio Art	District, Regional, or BOCES developed assessment	Glen Cove Developed Studio Art Exam
Drawing & Painting	District, Regional, or BOCES developed assessment	Glen Cove Developed Drawing & Painting Exam
Ceramics I	District, Regional, or BOCES developed assessment	Glen Cove Developed Ceramics I Exam
Ceramics II	District, Regional, or BOCES developed assessment	Glen Cove Developed Ceramics II Exam
Creative Crafts	District, Regional, or BOCES developed assessment	Glen Cove Developed Creative Crafts Exam
Media Art	District, Regional, or BOCES developed assessment	Glen Cove Developed Media Art Exam
Computer Graphics A	District, Regional, or BOCES developed assessment	Glen Cove Developed Computer Graphics A Exam
Photography II	District, Regional, or BOCES developed assessment	Glen Cove Developed Photography II Exam
Mixed Chorus	District, Regional, or BOCES developed assessment	Glen Cove Developed Mixed Chorus Exam
Advanced Photography	District, Regional, or BOCES developed assessment	Glen Cove Developed Advanced Photography Exam
Select Chorale	District, Regional, or BOCES developed assessment	Glen Cove Developed Select Chorale Exam
Concert Band	District, Regional, or BOCES developed assessment	Glen Cove Developed Concert Band Exam
Concert Band	District, Regional, or BOCES developed assessment	Glen Cove Developed Concert Band Exam
Jazz Ensemble	District, Regional, or BOCES developed assessment	Glen Cove Developed Jazz Ensemble Exam
Music Theory I R	District, Regional, or BOCES developed assessment	Glen Cove Developed Music Theory I R Exam
Symphonic Band	District, Regional, or BOCES developed assessment	Glen Cove Developed Symphonic Band Exam
Orchestra	District, Regional, or BOCES developed assessment	Glen Cove Developed Orchestra Exam

Orchestra B	District, Regional, or BOCES developed assessment	Glen Cove Developed Orchestra B Exam
Advanced Gaming (R)	District, Regional, or BOCES developed assessment	Glen Cove Developed Advanced Gaming (R) Exam
Honors Comp Program	District, Regional, or BOCES developed assessment	Glen Cove Developed Honors Comp Program Exam
Phys Ed 11-12	District, Regional, or BOCES developed assessment	Glen Cove Developed Phys Ed 11-12 Exam
Vocational Skills	District, Regional, or BOCES developed assessment	Glen Cove Developed Vocational Skills Exam
Transitional Skills	District, Regional, or BOCES developed assessment	Glen Cove Developed Transitional Skills Exam
Life Skills English 9/10	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills English 9/10 Exam
Life Skills English 11/12	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills English 11/12 Exam
Life Skills Global 9/10	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Global 9/10 Exam
Life Skills Social Studies 11/12	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Social Studies 11/12 Exam
Life Skills Math 9/10	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Math 9/10 Exam
Life Skills Math 11/12	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Math 11/12 Exam
Life Skills Science 9/10	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Science 9/10 Exam
Life Skills Science 11/12	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Science 11/12 Exam
Global History 9-H	District, Regional, or BOCES developed assessment	Glen Cove Developed Global History 9-H Exam

SLO Chart

	PERCENT OF STUDENTS MEETING TARGET	HEDI POINTS
Ineffective	0%-5%	0
	6%-11%	1
	12%-19%	2
Developing	20%-25%	3
	26%-31%	4
	32%-37%	5
	38%-43%	6
	44%-49%	7
	50%-55%	8
Effective	56%-59%	9
	60%-63%	10
	64%-67%	11
	68%-71%	12
	72%-75%	13
	76%-79%	14
	80%-83%	15
	84%-87%	16
	88%-89%	17
Highly Effective	90%-93%	18
	94%-97%	19
	98%-100%	20

Local 15% measures scoring conversion chart

(If New York State established Value Added for state growth for teachers)

Ineffective		Developing		Effective		Highly Effective	
0	0-14	3	54-55	8	65-66	14	85-92
1	15-27	4	56-57	9	67-69	15	93-100
2	28-53	5	58-59	10	70-73		
		6	60-61	11	74-77		
		7	62-64	12	78-81		
				13	82-84		

Form 3.12 continued – All Other Courses

COURSE or SUBJECT	OPTION	ASSESSMENT
English 9-H	District, Regional, or BOCES developed assessment	Glen Cove Developed English 9-H Exam
English 9-R	District, Regional, or BOCES developed assessment	Glen Cove Developed English 9-R Exam
AIS-English	District, Regional, or BOCES developed assessment	Glen Cove Developed AIS-English Exam
English 9ESL	District, Regional, or BOCES developed assessment	Glen Cove Developed English 9 ESL Exam
English 10-R	District, Regional, or BOCES developed assessment	Glen Cove Developed English 10-R Exam
English 10 ESL	District, Regional, or BOCES developed assessment	Glen Cove Developed English 10 ESL Exam
English 11-H	District, Regional, or BOCES developed assessment	Glen Cove Developed English 11-H Exam
AIS-English 11R	District, Regional, or BOCES developed assessment	Glen Cove Developed AIS-English 11R Exam
Film Appreciation and Criticism	District, Regional, or BOCES developed assessment	Glen Cove Developed Film Appreciation and Criticism Exam
Creative Writing	District, Regional, or BOCES developed assessment	Glen Cove Developed Creative Writing Exam
College Prep Eng R	District, Regional, or BOCES developed assessment	Glen Cove Developed College Prep Eng R Exam
Horror and Suspense	District, Regional, or BOCES developed assessment	Glen Cove Developed Horror and Suspense Exam
Children's Literature	District, Regional, or BOCES developed assessment	Glen Cove Developed Children's Literature Exam
Journalism I	District, Regional, or BOCES developed assessment	Glen Cove Developed Journalism I Exam
TV Production I	District, Regional, or BOCES developed assessment	Glen Cove Developed TV Production I Exam
TV Production II	District, Regional, or BOCES developed assessment	Glen Cove Developed TV Production II Exam
AP English Lit/Comp	District, Regional, or BOCES developed assessment	Glen Cove Developed AP English Lit/Comp Exam
AP Eng Lang/Comp	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Eng Lang/Comp Exam
WISE English	District, Regional, or BOCES developed assessment	Glen Cove Developed WISE English Exam

Essay Writing for College	District, Regional, or BOCES developed assessment	Glen Cove Developed Essay Writing for College Exam
Theatre Arts	District, Regional, or BOCES developed assessment	Glen Cove Developed Theatre Arts Exam
AIS-Soc. Studies	District, Regional, or BOCES developed assessment	Glen Cove Developed AIS-Soc. Studies Exam
Global History 9-R	District, Regional, or BOCES developed assessment	Glen Cove Developed Global History 9-R Exam
Global History 9 AIS	District, Regional, or BOCES developed assessment	Glen Cove Developed Global History 9 AIS Exam
Global History 10-R	District, Regional, or BOCES developed assessment	Glen Cove Developed Global History 10-R Exam
AP World History	District, Regional, or BOCES developed assessment	Glen Cove Developed AP World History Exam
AP American History	District, Regional, or BOCES developed assessment	Glen Cove Developed AP American History Exam
American Issues AIS	District, Regional, or BOCES developed assessment	Glen Cove Developed American Issues AIS Exam
Trial and Debate	District, Regional, or BOCES developed assessment	Glen Cove Developed Trial and Debate Exam
Criminal Justice	District, Regional, or BOCES developed assessment	Glen Cove Developed Criminal Justice Exam
C.A.U.S.E.	District, Regional, or BOCES developed assessment	Glen Cove Developed C.A.U.S.E. Exam
Intro to Sociology	District, Regional, or BOCES developed assessment	Glen Cove Developed Intro to Sociology Exam
Psychology	District, Regional, or BOCES developed assessment	Glen Cove Developed Psychology Exam
Part in Gov R	District, Regional, or BOCES developed assessment	Glen Cove Developed Part in Gov R Exam
AP Am Gov/Mod Eco	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Am Gov/Mod Eco Exam
Economics R	District, Regional, or BOCES developed assessment	Glen Cove Developed Economics R Exam
AIS-Mathematics	District, Regional, or BOCES developed assessment	Glen Cove Developed AIS-Mathematics Exam
Financial Algebra	District, Regional, or BOCES developed assessment	Glen Cove Developed Financial Algebra Exam
College Math 12 R	District, Regional, or BOCES developed assessment	Glen Cove Developed College Math 12 R Exam
Pre Calc/Diff Calc (H)	District, Regional, or BOCES developed assessment	Glen Cove Developed Pre Calc/Diff Calc (H) Exam
Trigonometry Topics	District, Regional, or BOCES developed assessment	Glen Cove Developed Trigonometry Topics Exam
AP Calculus AB	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Calculus AB Exam

AP Calculus BC	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Calculus BC Exam
AP Statistics	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Statistics Exam
Algebra 1A ESL	District, Regional, or BOCES developed assessment	Glen Cove Developed Algebra 1A ESL Exam
Intro to Gaming and Graphics	District, Regional, or BOCES developed assessment	Glen Cove Developed Intro to Gaming and Graphics Exam
Algebra 2 Topics	District, Regional, or BOCES developed assessment	Glen Cove Developed Algebra 2 Topics Exam
Geometric Topics	District, Regional, or BOCES developed assessment	Glen Cove Developed Geometric Topics Exam
Statistics Through Applications	District, Regional, or BOCES developed assessment	Glen Cove Developed Statistics Through Applications Exam
Algebra 1A	District, Regional, or BOCES developed assessment	Glen Cove Developed Algebra 1A Exam
AIS-Science	District, Regional, or BOCES developed assessment	Glen Cove Developed AIS-Science Exam
MST(Math, Science, Technology)Research	District, Regional, or BOCES developed assessment	Glen Cove Developed MST(Math, Science, Technology) Research Exam
AP Physics	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Physics Exam
Astronomy	District, Regional, or BOCES developed assessment	Glen Cove Developed Astronomy Exam
AP Biology	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Biology Exam
Forensic Science I	District, Regional, or BOCES developed assessment	Glen Cove Developed Forensic Science I Exam
Environmental Studies	District, Regional, or BOCES developed assessment	Glen Cove Developed Environmental Studies Exam
Forensic Science II	District, Regional, or BOCES developed assessment	Glen Cove Developed Forensic Science II Exam
Forensics - SUPA	District, Regional, or BOCES developed assessment	Glen Cove Developed Forensics - SUPA Exam
Health in our Times (A/B)	District, Regional, or BOCES developed assessment	Glen Cove Developed Health in our Times (A/B) Exam
Health in our Times (Semester)	District, Regional, or BOCES developed assessment	Glen Cove Developed Health in our Times (Semester) Exam
Marine Biology I	District, Regional, or BOCES developed assessment	Glen Cove Developed Marine Biology I Exam
Marine Biology II	District, Regional, or BOCES developed assessment	Glen Cove Developed Marine Biology II Exam
Personal Finance	District, Regional, or BOCES developed assessment	Glen Cove Developed Personal Finance Exam
Computer Application	District, Regional, or BOCES developed assessment	Glen Cove Developed Computer Application Exam

Marketing I	District, Regional, or BOCES developed assessment	Glen Cove Developed Marketing I Exam
Marketing III- DECA 9/10	District, Regional, or BOCES developed assessment	Glen Cove Developed Marketing III- DECA 9/10 Exam
Marketing IV-DECA 11/12	District, Regional, or BOCES developed assessment	Glen Cove Developed Marketing IV-DECA 11/12 Exam
College Marketing -NYIT	District, Regional, or BOCES developed assessment	Glen Cove Developed College Marketing -NYIT Exam
Wood Working	District, Regional, or BOCES developed assessment	Glen Cove Developed Wood Working Exam
Photography	District, Regional, or BOCES developed assessment	Glen Cove Developed Photography Exam
Spanish I	District, Regional, or BOCES developed assessment	Glen Cove Developed Spanish I Exam
Spanish II	District, Regional, or BOCES developed assessment	Glen Cove Developed Spanish II Exam
Spanish IV Honors	District, Regional, or BOCES developed assessment	Glen Cove Developed Spanish IV Honors Exam
AP Spanish LANG	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Spanish LANG Exam
AP Spanish LIT	District, Regional, or BOCES developed assessment	Glen Cove Developed AP Spanish LIT Exam
Italian II	District, Regional, or BOCES developed assessment	Glen Cove Developed Italian II Exam
Italian IV Honors	District, Regional, or BOCES developed assessment	Glen Cove Developed Italian IV Honors Exam
Italian SUPA 201	District, Regional, or BOCES developed assessment	Glen Cove Developed Italian SUPA 201 Exam
Sp. Nat. Lang Arts 1	District, Regional, or BOCES developed assessment	Glen Cove Developed Sp. Nat. Lang Arts 1 Exam
ESL Instruction I	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Instruction I Exam
ESL Instruction II	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Instruction II Exam
ESL Instruction III	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Instruction III Exam
ESL Instruction IV	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Instruction IV Exam
ESL Math Skills	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Math Skills Exam
ESL Transitional	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Transitional Exam
ESL American Govt & Eco	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL American Govt & Eco Exam
ESL Global History 9	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Global History 9 Exam

ESL Global History Skills	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Global History Skills Exam
ESL Social Studies	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Social Studies Exam
ESL General Science	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL General Science Exam
ESL Basic Science	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Basic Science Exam
ESL Comp. Science	District, Regional, or BOCES developed assessment	Glen Cove Developed ESL Comp. Science Exam
Mandarin Chinese II	District, Regional, or BOCES developed assessment	Glen Cove Developed Mandarin Chinese II Exam
Studio Art	District, Regional, or BOCES developed assessment	Glen Cove Developed Studio Art Exam
Drawing & Painting	District, Regional, or BOCES developed assessment	Glen Cove Developed Drawing & Painting Exam
Ceramics I	District, Regional, or BOCES developed assessment	Glen Cove Developed Ceramics I Exam
Ceramics II	District, Regional, or BOCES developed assessment	Glen Cove Developed Ceramics II Exam
Creative Crafts	District, Regional, or BOCES developed assessment	Glen Cove Developed Creative Crafts Exam
Media Art	District, Regional, or BOCES developed assessment	Glen Cove Developed Media Art Exam
Computer Graphics A	District, Regional, or BOCES developed assessment	Glen Cove Developed Computer Graphics A Exam
Photography II	District, Regional, or BOCES developed assessment	Glen Cove Developed Photography II Exam
Mixed Chorus	District, Regional, or BOCES developed assessment	Glen Cove Developed Mixed Chorus Exam
Advanced Photography	District, Regional, or BOCES developed assessment	Glen Cove Developed Advanced Photography Exam
Select Chorale	District, Regional, or BOCES developed assessment	Glen Cove Developed Select Chorale Exam
Concert Band	District, Regional, or BOCES developed assessment	Glen Cove Developed Concert Band Exam
Concert Band	District, Regional, or BOCES developed assessment	Glen Cove Developed Concert Band Exam
Jazz Ensemble	District, Regional, or BOCES developed assessment	Glen Cove Developed Jazz Ensemble Exam
Music Theory I R	District, Regional, or BOCES developed assessment	Glen Cove Developed Music Theory I R Exam
Symphonic Band	District, Regional, or BOCES developed assessment	Glen Cove Developed Symphonic Band Exam
Orchestra	District, Regional, or BOCES developed assessment	Glen Cove Developed Orchestra Exam

Orchestra B	District, Regional, or BOCES developed assessment	Glen Cove Developed Orchestra B Exam
Advanced Gaming (R)	District, Regional, or BOCES developed assessment	Glen Cove Developed Advanced Gaming (R) Exam
Honors Comp Program	District, Regional, or BOCES developed assessment	Glen Cove Developed Honors Comp Program Exam
Phys Ed 11-12	District, Regional, or BOCES developed assessment	Glen Cove Developed Phys Ed 11-12 Exam
Vocational Skills	District, Regional, or BOCES developed assessment	Glen Cove Developed Vocational Skills Exam
Transitional Skills	District, Regional, or BOCES developed assessment	Glen Cove Developed Transitional Skills Exam
Life Skills English 9/10	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills English 9/10 Exam
Life Skills English 11/12	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills English 11/12 Exam
Life Skills Global 9/10	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Global 9/10 Exam
Life Skills Social Studies 11/12	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Social Studies 11/12 Exam
Life Skills Math 9/10	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Math 9/10 Exam
Life Skills Math 11/12	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Math 11/12 Exam
Life Skills Science 9/10	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Science 9/10 Exam
Life Skills Science 11/12	District, Regional, or BOCES developed assessment	Glen Cove Developed Life Skills Science 11/12 Exam
Global History 9-H	District, Regional, or BOCES developed assessment	Glen Cove Developed Global History 9-H Exam

Local 20% measures scoring conversion chart
 (for District Developed Assessments and Regents Tasks 3.4 - 3.12)

0-100 Point Scale Conversion Chart	
% of Students Meeting Local Targets	20 Point Conversion
Ineffective 0-2	
0-14	0
15-27	1
28-40	2
41-53	2
Developing 3-8	
54-55	3
56-57	4
58-59	5
60	6
61-62	7
63-64	8
Effective 9-17	
65-66	9
67-68	10
69-70	11
71-72	12
73-74	13
75-77	14
78-79	15
80-82	16
83-84	17
Highly Effective 18-20	
85-90	18
91-96	19
97-100	20

4.5 Detailed 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		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60

- 5) Resources – The teacher and supervising administrator will jointly list resources, available district materials, workshops, etc. to help improve the teacher’s practice.

- 6) Indicators of Success – The teacher and supervising administrator will mutually agree upon tangible or visible indicators of success.

- 7) Timeline –The teacher and supervising administrator will establish a time line for improvement for the process and a date(s) for the follow-up evaluation(s). The teacher will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed.

The Teacher Improvement Plan and all records of subsequent observations and meetings will become part of the teacher’s record. The teacher should maintain copies of all documentation.

Teacher Signature:			Date:	
Administrator Signature:			Date:	
GCTA Representative Signature (if teacher selected Representation):			Date:	

Meeting Log
Teacher Improvement Plan

Log all meetings here. It is understood additional meetings may be necessary. The teacher and supervising administrator may request additional meetings.

Date	Meeting Summary	Signatures

SLO Chart

	PERCENT OF STUDENTS MEETING TARGET	HEDI POINTS
Ineffective	0%-5%	0
	6%-11%	1
	12%-19%	2
Developing	20%-25%	3
	26%-31%	4
	32%-37%	5
	38%-43%	6
	44%-49%	7
	50%-55%	8
Effective	56%-59%	9
	60%-63%	10
	64%-67%	11
	68%-71%	12
	72%-75%	13
	76%-79%	14
	80%-83%	15
	84%-87%	16
	88%-89%	17
Highly Effective	90%-93%	18
	94%-97%	19
	98%-100%	20

Chart 8.1

Local 15% measures scoring conversion chart for principals 3-8

If New York State provides a Value Added score for the state growth portion, for 3-8 principal, the following chart shall be used to determine the local score, based upon a scale of 0-15.

Ineffective		Developing		Effective		Highly Effective	
0	0-14	3	54-55	8	65-66	14	85-92
1	15-27	4	56-57	9	67-69	15	93-100
2	28-53	5	58-59	10	70-73		
		6	60-61	11	74-77		
		7	62-64	12	78-81		
				13	82-84		

15 % LOCAL MEASURES SCORING CONVERSION HIGH SCHOOL PRINCIPALS

If the State provides a value added score for the State growth portion, the following chart shall be used to determine the local score, based upon a scale of 0-15. The values listed in the conversion chart are the minimum scores needed to receive the corresponding HEDI score.

Ineffective		Developing		Effective		Highly Effective	
0	0-14	3	43-48	8	68-70	14	88-95.0
1	15-28	4	49-54	9	71-74	15	95.1-100
2	29-42	5	55-59	10	75-78		
		6	60-63	11	79-82.5		
		7	64-67	12	82.6-84.5		
				13	84.6-87.9		

Chart 8.2

Local 20% measures scoring conversion chart for principals

The following chart shall be used to determine the local for K-8 principals. The score will be based upon the average rate of achievement or growth on the locally developed assessment in ELA and math.

0-100 Point Scale Conversion Chart	
% of Students Meeting Local Targets	20 Point Conversion
Ineffective 0-2	
0-14	0
15-27	1
28-40	2
41-53	2
Developing 3-8	
54-55	3
56-57	4
58-59	5
60	6
61-62	7
63-64	8
Effective 9-17	
65-66	9
67-68	10
69-70	11
71-72	12
73-74	13
75-77	14
78-79	15
80-82	16
83-84	17
Highly Effective 18-20	
85-90	18
91-96	19
97-100	20

20 % LOCAL MEASURES SCORING CONVERSION HIGH SCHOOL PRINCIPALS

The following chart shall be used to determine the local score for high school principals. For high school principal the score is based upon the average school-wide percentage for all Regents exams. The values listed in the conversion chart are the minimum scores needed to receive the corresponding HEDI score.

Ineffective		Developing		Effective		Highly Effective	
0	0-14	3	43-47	9	68-69	18	88-91.0
1	15-28	4	48-51	10	70-71	19	91.1-95.0
2	29-42	5	52-55	11	72-73	20	95.1-100
		6	56-59	12	74-75		
		7	60-63	13	76-77		
		8	64-67	14	78-79		
				15	80-82.5		
				16	82.6-84.5		
				17	84.6-87.9		

9.7 - Detailed 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		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60

Glen Cove City School District
Principal Improvement Plan (PIP)

Principal: _____ Building: _____

Dept./Grade Level: _____ Date: _____

1) Areas In Need of Improvement – A clear description of the specific behavior(s) which are in need of improvement.

2) Statement of the Goals – A statement reflecting how the specific behavior will change (how it will look) in order to be deemed acceptable. This will include a description of types of data to be used.

3) Activities – The principal and supervisor will jointly list a description of those activities in which the principal will engage to address the areas in need of improvement.

4) Supervisor's Responsibilities – Actions the supervisor will take in order to assist the principal in achieving the goals of this PIP.

5) Resources – The principal and supervisor will jointly list resources, available district materials, workshops, etc. to help improve the principal’s practice.

6) Indicators of Success – The principal and supervisor will mutually agree upon tangible or visible indicators of success.

7) Timeline –The principal and supervisor will establish a time line for improvement for the process and a date(s) for the follow-up evaluation(s). The principal will present documentation and evidence of improvement in the designated area at this time. Additional observations/meetings will take place as needed.

The Principal Improvement Plan and all records of subsequent observations and meetings will become part of the principal’s record. The principal should maintain copies of all documentation.

Principal Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

GCEAA
Representative
Signature (if principal
selected Representation): _____ Date: _____

Meeting Log
Principal Improvement Plan

Log all meetings here. It is understood additional meetings may be necessary. The principal and supervisor may request additional meetings.

Date	Meeting Summary	Signatures

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: Feb 26, 2014

Marcia L. Fanning

Teachers Union President Signature: Date: 2/26/14

Karen Lagum

Administrative Union President Signature: Date: 2/26/14

Rosemarie Schelsky

Board of Education President Signature: Date: 2/26/14

John Kelly