



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

Commissioner of Education
President of the University of the State of New York
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January 17, 2013

Edward Placke, Superintendent
Greenburgh-North Castle UFSD
71 S. Broadway
Dobbs Ferry, NY 10522

Dear Superintendent Placke:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: James Langlois

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

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

Annual Professional Performance Reviews: 2012-13

Created Sunday, July 08, 2012

Updated Wednesday, January 16, 2013

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

660412020000

1.2) School District Name:

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

GREENBURGH-NORTH CASTLE UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Sunday, July 08, 2012

Updated Wednesday, January 16, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	Not applicable	Not Applicable
1	Not applicable	Not Applicable
2	Not applicable	Not Applicable

	ELA	Assessment
3	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, Not Applicable

below.		
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).		Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).		Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).		Not Applicable
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).		Not Applicable

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	Not applicable	Not Applicable
1	Not applicable	Not Applicable
2	Not applicable	Not Applicable

	Math	Assessment
3	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.		Not Applicable
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).		Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).		Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).		Not Applicable
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).		Not Applicable

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	Not applicable	Not Applicable

7	District, regional or BOCES-developed assessment	Greenburgh-North Castle UFSD developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test in order to establish a baseline. When applicable, the baseline could be the post-test from the previous year or prerequisite course. Using that baseline information, individualized goals will be established, by the teachers and approved by the principals, to determine growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals on the final assessment. At least 40% of students need to achieve their goals in order for a teacher to be deemed effective. Further information is contained in the attached chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are significantly above district established growth level goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet district determined growth level goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below district determined growth level goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are significantly below district established growth level goals.

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	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	Greenburgh-North Castle UFSD-developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Greenburgh-North Castle UFSD-developed 8th Grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test in order to establish a baseline. When applicable, the baseline could be the post-test from the previous year or prerequisite course. Using that baseline information, individualized goals will be established, by the teachers and approved by the principals, to determine growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals on the final assessment. At least 40% of students need to achieve their goals in order for a teacher to be deemed effective. Further information is contained in the attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are significantly above district established growth level goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet district determined growth level goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below district determined growth level goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are significantly below district established growth level goals.

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	Greenburgh-North Castle UFSD-developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test in order to establish a baseline. When applicable, the baseline could be the post-test from the previous year or prerequisite course. Using that baseline information, individualized goals will be established, by the teachers and approved by the principals, to determine growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals on the final assessment. At
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	least 40% of students need to achieve their goals in order for a teacher to be deemed effective. Further information is contained in the attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are significantly above district established growth level goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet district determined growth level goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below district determined growth level goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are significantly below district established growth level goals.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test in order to establish a baseline. When applicable, the baseline could be the post-test from the previous year or prerequisite course. Using that baseline information, individualized goals will be established, by the teachers and approved by the principals, to determine growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals on the final assessment. At least 40% of students need to achieve their goals in order for a teacher to be deemed effective. Further information is contained in the attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are significantly above district established growth level goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet district determined growth level goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below district determined growth level goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are significantly below district established growth level goals.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test in order to establish a baseline. When applicable, the baseline could be the post-test from the previous year or prerequisite course. Using that baseline information, individualized goals will be established, by the teachers and approved by the principals, to determine growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals on the final assessment. At least 40% of students need to achieve their goals in order for a teacher to be deemed effective. Further information is contained in the attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are significantly above district established growth level goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet district determined growth level goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below district determined growth level goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are significantly below district established growth level goals.

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	State approved 3rd party assessment	Diagnostic Online Reading Assessment (DORA)
Grade 10 ELA	State approved 3rd party assessment	Diagnostic Online Reading Assessment (DORA)

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

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

Students will be given a pre-test in order to establish a baseline. When applicable, the baseline could be the post-test from the previous year or prerequisite course. Using that baseline information, individualized goals will be established, by the teachers and approved by the principals, to determine growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals on the final assessment. At least 40% of students need to achieve their goals in order for a teacher to be deemed effective. Further information is contained in the attached chart.

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

Results are significantly above district established growth level goals.

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

Results meet district determined growth level goals.

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

Results are below district determined growth level goals.

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

Results are significantly below district established growth level goals.

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	Greenburgh-North Castle UFSD-developed 7-12 Art Assessment
Music	District, Regional or BOCES-developed	Greenburgh-North Castle UFSD-developed 7-12 Music Assessment
Foreign Language	District, Regional or BOCES-developed	Greenburgh-North Castle UFSD-developed 7-12 Foreign Language Assessment
Physical Education	District, Regional or BOCES-developed	Greenburgh-North Castle UFSD-developed 7-12 Physical Education Assessment
Business	District, Regional or BOCES-developed	Greenburgh-North Castle UFSD-developed 7-12 Business Assessment
Occupational Education	District, Regional or BOCES-developed	Greenburgh-North Castle UFSD-developed 7-12 Occupational Education Assessment
All ELA Elective Courses	State-approved 3rd party assessment	Diagnostic Online Reading Assessment (DORA)
All Math Elective Courses	District, Regional or BOCES-developed	Greenburgh-North Castle UFSD-developed 7-12 Math Assessment

All Social Studies Elective Courses	District, Regional or BOCES-developed	Greenburgh-North Castle UFSD-developed 7-12 Social Studies Assessment
All Science Elective Courses	District, Regional or BOCES-developed	Greenburgh-North Castle UFSD-developed 7-12 Science Assessment
Gr 7 ELA	State Assessment	NYS ELA7 Assessment
Gr 7 Math	State Assessment	NYS Math7 Assessment
Gr 8 ELA	State Assessment	NYS ELA8 Assessment
Gr 8 Math	State Assessment	NYS Math8 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students will be given a pre-test in order to establish a baseline. When applicable, the baseline could be the post-test from the previous year or prerequisite course. Using that baseline information, individualized goals will be established, by the teachers and approved by the principals, to determine growth targets. Students will be given a post-test and HEDI points will be awarded to a teacher based on the percent of students meeting or exceeding their target goals on the final assessment. At least 40% of students need to achieve their goals in order for a teacher to be deemed effective. Further information is contained in the attached chart.
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Developing (3 - 8 points) Results are below District goals for similar students.	Results are below district determined growth level goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are significantly below district established growth level goals.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/149563-TXEttx9bQW/2.11 Teacher SLO Growth Final.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, July 10, 2012

Updated Wednesday, January 16, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	Not applicable	Not Applicable
5	Not applicable	Not Applicable
6	Not applicable	Not Applicable
7	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)

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.	The Diagnostic Online Reading Assessment (DORA) is taken by every student, several times a year. DORA is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities, prescribe individual learning paths, and track student growth. The district has chosen to focus on one of those measures (reading comprehension) as a major district goal. The scores are reported as Grade Equivalents and a formula is used to generate a "growth rate" (see attached description). Student growth rates will be converted to a 15 or 20 point HEDI score that will be shared by all teachers. Targeted growth was established by district administration to align with district goals. (see attached charts for the growth rate conversion formula)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using a school-wide measure based on 7-12 graders performance on the assessments listed.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly above district established goals.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district established goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district established goals.
	Results are significantly below district established goals.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	Not applicable	Not Applicable
5	Not applicable	Not Applicable
6	Not applicable	Not Applicable

7	6(ii) School wide measure computed locally	Greenburgh-North Castle UFSD-developed gr 7-12 Math Assessment
8	6(ii) School wide measure computed locally	Greenburgh-North Castle UFSD-developed gr 7-12 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	A District developed math assessment will be administered several times a year to assess and track student math skills. A formula will be used to generate a "growth rate" and student growth rates will be converted to a 15 or 20 point HEDI score that will be shared by all teachers. Targeted growth was established by district administration to align with district goals.(see attached charts for the growth rate conversion formula) We will be using a school-wide measure based on 7-12 graders performance on the assessments listed.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly above district established goals.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district established goals.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district established goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established goals.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/150105-rhJdBgDruP/3.13 Teacher Local 20 point and 15 point final.xlsx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	Not applicable	Not applicable
1	Not applicable	Not applicable
2	Not applicable	Not applicable
3	Not applicable	Not applicable

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.	Not applicable
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	Not applicable	Not applicable
1	Not applicable	Not applicable
2	Not applicable	Not applicable
3	Not applicable	Not applicable

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,	Not applicable
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below.	
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable
7	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)
8	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The Diagnostic Online Reading Assessment (DORA) is taken by every student, several times a year. DORA is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities, prescribe individual learning paths, and track student growth. The district has chosen to focus on one of those measures (reading comprehension) as a major district goal. The scores are reported as Grade Equivalents and a formula is used to generate a "growth rate" (see attached description). Student growth rates will be converted to a 20 point HEDI score that will be shared by all teachers. Targeted growth was established by district administration to align with district goals. (see attached charts for the growth rate conversion formula)</p> <p>We will be using a school-wide measure based on 7-12 graders performance on the assessments listed.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly above district established goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district established goals.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district established goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established goals.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not Applicable
7	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)
8	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)

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.	<p>The Diagnostic Online Reading Assessment (DORA) is taken by every student, several times a year. DORA is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities, prescribe individual learning paths, and track student growth. The district has chosen to focus on one of those measures (reading comprehension) as a major district goal. The scores are reported as Grade Equivalents and a formula is used to generate a "growth rate" (see attached description). Student growth rates will be converted to a 20 point HEDI score that will be shared by all teachers. Targeted growth was established by district administration to align with district goals. (see attached charts for the growth rate conversion formula)</p> <p>We will be using a school-wide measure based on 7-12 graders performance on the assessments listed.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly above district established goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district established goals.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district established goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established goals.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)
Global 2	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)
American History	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The Diagnostic Online Reading Assessment (DORA) is taken by every student, several times a year. DORA is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities, prescribe individual learning paths, and track student growth. The district has chosen to focus on one of those measures (reading comprehension) as a major district goal. The scores are reported as Grade Equivalents and a formula is used to generate a "growth rate" (see attached description). Student growth rates will be converted to a 20 point HEDI score that will be shared by all teachers. Targeted growth was established by district administration to align with district goals. (see attached charts for the growth rate conversion formula)</p> <p>We will be using a school-wide measure based on 7-12 graders performance on the assessments listed.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	Results are significantly above district established goals.

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district established goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district established goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established goals.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)
Earth Science	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)
Chemistry	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)
Physics	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)

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.	The Diagnostic Online Reading Assessment (DORA) is taken by every student, several times a year. DORA is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities, prescribe individual learning paths, and track student growth. The district has chosen to focus on one of those measures (reading comprehension) as a major district goal. The scores are reported as Grade Equivalents and a formula is used to generate a "growth rate" (see attached description). Student growth rates will be converted to a 20 point HEDI score that will be shared by all teachers. Targeted growth was established by district administration
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to align with district goals. (see attached charts for the growth rate conversion formula)

We will be using a school-wide measure based on 7-12 graders performance on the assessments listed.

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

Results are significantly above district established goals.

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

Results meet district established goals.

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

Results are below district established goals.

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

Results are significantly below district established goals.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Greenburgh-North Castle UFSD-developed 7-12 Math Assessment
Geometry	6(ii) School wide measure computed locally	Greenburgh-North Castle UFSD-developed 7-12 Math Assessment
Algebra 2	6(ii) School wide measure computed locally	Greenburgh-North Castle UFSD-developed 7-12 Math Assessment

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

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

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

A District developed math assessment will be administered several times a year to assess and track student math skills. A formula will be used to generate a "growth rate" and student growth rates will be converted to a 20 point HEDI score that will be shared by all teachers. Targeted growth was established by district administration to align with district goals.(see attached charts for the growth rate conversion formula)

We will be using a school-wide measure based on 7-12 graders performance on the assessments listed.

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

Results are significantly above district established goals.

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

Results meet district established goals.

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

Results are below district established goals.

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

Results are significantly below district established goals.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)
Grade 10 ELA	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)
Grade 11 ELA	6(ii) School wide measure computed locally	Diagnostic Online Reading Assessment (DORA)

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

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

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

The Diagnostic Online Reading Assessment (DORA) is taken by every student, several times a year. DORA is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities, prescribe individual learning paths, and track student growth. The district has chosen to focus on one of those measures (reading comprehension) as a major district goal. The scores are reported as Grade Equivalents and a formula is used to generate a "growth rate" (see attached

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The Diagnostic Online Reading Assessment (DORA) is taken by every student, several times a year. DORA is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities, prescribe individual learning paths, and track student growth. The district has chosen to focus on one of those measures (reading comprehension) as a major district goal. The scores are reported as Grade Equivalents and a formula is used to generate a "growth rate" (see attached description). Student growth rates will be converted to a 20 point HEDI score that will be shared by all teachers. Targeted growth was established by district administration to align with district goals. (see attached charts for the growth rate conversion formula)</p> <p>We will be using a school-wide measure based on 7-12 graders performance on the assessments listed.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are significantly above district established goals.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results meet district established goals.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are below district established goals.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are significantly below district established goals.</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/150105-y92vNseFa4/3 13 Teacher Local 20 point final.xlsx

3.14) Locally Developed Controls

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

(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.

There will be no cases of more than 1 locally selected measure.

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, July 10, 2012

Updated Wednesday, January 16, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation 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 (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]	31
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Greenburgh-North Castle UFSD is using the Marshall rubric with all domains and criteria levels equally weighted. Twenty-nine (29) out of the 60 points will come from a structured review of lesson plans, student portfolios and other teacher artifacts, through the Marshall rubric. The remaining 31 points will come from points accumulated by formal and informal observations, also through the rubric. Each subcomponent in the Marshall's rubric will be rated on a 0-3 scale (0-ineffective; 1-developing; 2-effective; 3-highly effective). The subcomponents are then added together to reach a total out of 180. Then, using the NYSED and NYSUT Exemplar conversion charts, the total score will be converted to 0-60 HEDI bands. (See chart)."

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/5091/150108-eka9yMJ855/4.5 APPR 60 point Conversion Teachers Final.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	To be rated as highly effective overall, the teacher must earn a significant majority of rubric domain and criteria points at the highly effective level combined with a significant majority of the possible points for the observations, producing a score which will then be converted to 59 to 60 HEDI points. (See attached chart)
Effective: Overall performance and results meet NYS Teaching Standards.	To be rated as effective overall, the teacher must earn a majority of rubric domain and criteria points at the effective level combined with a majority of the possible points for the observations, producing a score which will then be converted to 57 to 58 HEDI points. (See attached chart)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	To be rated as Developing overall, the teacher must earn a majority of rubric domain and criteria points at the Developing level combined with a limited number of possible points for the observations, producing a score which will then be converted to 50 to 56 HEDI points. (See attached chart)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	To be rated as ineffective overall, the teacher must earn a majority of rubric domain and criteria points at the ineffective level combined with a limited number of possible points for the observations, producing a score which will then be converted to 0 to 49 HEDI points. (See attached chart)

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

4.6) Observations of Probationary Teachers Enter Total	4
--	---

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	3
4.7) Observations of Tenured Teachers Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Friday, July 20, 2012

Updated Tuesday, January 15, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, July 20, 2012

Updated Wednesday, January 16, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/153869-Df0w3Xx5v6/TIP - 7-2011.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The Annual Professional Performance Review (APPR) Appeals Process:

1. A teacher (either tenured or probationary) who receives a Developing (Improvement Necessary) or Ineffective (Does Not Meet Standards) rating on the APPR shall be entitled to appeal the rating.

2. The employee must submit the appeal, in writing, within five (5) workdays of receipt of the APPR, to the Central Office Administrative Designee of the Superintendent of Schools, who shall be trained in accordance with the requirements of statutes and regulations and possesses an SDL certification. The employee has the right to copy the request to the Teachers Association Leadership if he or she so chooses.

3. The appeal must specify the area(s) of concern, but be limited to those matters that may be appealed as prescribed in Section 3012-c of the educational law.

4. The appeal process will have two possible levels:

a. Level 1 – Within 5 workdays of receiving the APPR, the teacher may initiate the Level One Appeal and within two days of the receipt of the appeal, the administrator will meet with the teacher. Within two days of the appeal meeting, the administrator will render a decision and the appeals committee will be notified of this decision in a timely and expeditious manner in compliance with 3012c.

b. Level 2 – The teacher and the authoring administrator will meet with the Appeal Committee.

i. The governing body to adjudicate the second level of the appeal shall be defined as the “Appeal Committee” (hereinafter “Committee”). The Committee will make a recommendation to the Superintendent or Designee to accept the APPR as written or to overturn sections of the evaluation or the entire evaluation based upon the evidence. There must be a three to one vote in order to recommend overturning any evaluation. The committee makeup shall be:

1. Two (2) appointees of the Superintendent of Schools (the administrator who authored the evaluation may not be appointed to the Committee)

2. Two (2) appointees of the GNC Teacher’s Association

ii. The Superintendent and Teachers Association Leadership shall choose the members of the Committee and charge them to hold a conference within five (5) workdays of notification that Level 1 was not successful.

iii. The conference shall be an informal meeting wherein the authoring administrator and the teacher meet with the committee and are able to discuss the evaluation procedure and/or substantive content at issue. The Committee shall have the right to ask questions of the participants and have the right to collect any and all information necessary to make an informed decision.

iv. The Committee shall make its recommendation to the Superintendent within two (2) workdays of the conference.

v. The Superintendent shall notify the teacher of his/her decision within two (2) workdays of hearing from The Committee. The decision of the Superintendent 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.

All steps in the resolution of the appeal will be made in a timely and expeditious manner.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Greenburgh- North Castle Union school district is part of the Southern Westchester BOCES Network Team. All Principals participated in Southern Westchester BOCES Network Team NYSED Turn-Key training covering the 9 elements required for Lead Evaluators and certified by the Superintendent. The training has been delivered through six modules and a seventh module will be available for re-certification purposes.

Lead Evaluators will complete the NYSED training courses on an ongoing basis, as offered in the 2012-2013 School Year and will be certified by the Superintendent's recommendation to the Board of Education as Lead Evaluators.

The District purchased PD 360 software and the training was completed by lead evaluators. The administrators were trained using the PD 360 videos and practiced the rating process to ensure inter-rater reliability. Professional days and monthly administration cabinet meetings are used to continue to ensure further professional development and inter-rater reliability on an ongoing basis.

Professional days and staff meetings will be used to train teachers regarding PD 360 and the related rubric. Lead evaluators will be recertified during the summer semester and as we go forward annually.

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

school year for which the classroom teacher's performance is being measured.	
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 Friday, July 20, 2012

Updated Wednesday, January 16, 2013

Page 1

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

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

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

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

7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
7-12	State assessment	Gr 7 and 8 ELA and Math State Assessments
7-12	State assessment	All Regents Exams Given

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Students will be given a pre-test in order to establish a baseline. When applicable, the baseline could be the post-test from the previous year or prerequisite course. Using that baseline information, individualized goals will be established by the principal to determine growth targets. Students will be given a post-test and HEDI points will be awarded to a principal based on the percent of students meeting or exceeding their target goals on the final assessment. At least 40% of students need to achieve their goals in order for a principal to be deemed effective. Further information is contained in the attached chart. We are combining the results of the assessments based on the amount of students meeting or exceeding their targets by averaging them together proportionately based on the number of students taking each assessment and converting it to the HEDI score.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Results are significantly above district established growth level goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet district determined growth level goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below district determined growth level goals.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Results are significantly below district established growth level goals.

test).

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

assets/survey-uploads/5365/153872-lha0DogRNw/7.3 Principal SLO Growth Final.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
--	---------

7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
---	---------

8. Local Measures (Principals)

Created Thursday, October 18, 2012

Updated Wednesday, January 16, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
7-12	(d) measures used by district for teacher evaluation	Diagnostic Online Reading Assessment (DORA)

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>The Diagnostic Online Reading Assessment (DORA) is taken by every student, several times a year. DORA is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities, prescribe individual learning paths, and track student growth. The district has chosen to focus on one of those measures (reading comprehension) as a major district goal. The scores are reported as Grade Equivalents and a formula is used to generate a "growth rate" (see attached description). Student growth rates will be converted to a 15 or 20 point HEDI score that will be shared by all principals. Targeted growth was established by district administration to align with district goals. (see attached charts for the growth rate conversion formula)</p> <p>We will be using a school-wide measure based on 7-12 graders performance on the assessments listed.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or</p>	<p>Results are significantly above district established goals.</p>

achievement for grade/subject.	
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district established goals.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below district established goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are significantly below district established goals.

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

(No response)

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

assets/survey-uploads/5366/200318-qBFVOWF7fC/8 1 Principal Local 20 point and 15 point Final.xlsx

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

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

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

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

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

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)

(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school

with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
7-12	(d) measures used by district for teacher evaluation	Diagnostic Online Reading Assessment (DORA)

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>The Diagnostic Online Reading Assessment (DORA) is taken by every student, several times a year. DORA is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities, prescribe individual learning paths, and track student growth. The district has chosen to focus on one of those measures (reading comprehension) as a major district goal. The scores are reported as Grade Equivalents and a formula is used to generate a "growth rate" (see attached description). Student growth rates will be converted to a 15 or 20 point HEDI score that will be shared by all principals. Targeted growth was established by district administration to align with district goals. (see attached charts for the growth rate conversion formula)</p>
--	---

We will be using a school-wide measure based on 7-12 graders performance on the assessments listed.

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

Results are significantly above district established goals.

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

Results meet district established goals.

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

Results are below district established goals.

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

Results are significantly below district established goals.

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

(No response)

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

assets/survey-uploads/5366/200318-T8MIGWUVm1/8.2 Principal Local 20 point final.xlsx

8.3) Locally Developed Controls

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

(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 Monday, November 19, 2012
Updated Wednesday, January 16, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Greenburgh-North Castle UFSD is using the Marshall Principal Evaluation Rubrics with all domains and selected criteria levels chosen and equally weighted. Using the Marshall Rubric, the district placed emphasis on 20 indicators across all 6 domains and assigned a point system from 0-3 points for each indicator (0-ineffective; 1-developing; 2-effective; 3-highly effective). All indicators are available to be observed and rated during the evaluation process. The indicator scores will be added up to receive a total raw score out of 180. Then, using the NYSED and NYSUT Exemplar conversion charts, the total score will be converted to the 0-60 HEDI score. All 60 points will come from the Marshall rubric. (See chart).

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/5143/240377-pMADJ4gk6R/9.7 APPR 60 point Conversion Principals Final.docx>

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

Highly Effective: Overall performance and results exceed standards.	To be rated as highly effective overall, the Principal must earn a significant majority of rubric domain and criteria points at the highly effective level, producing a score which will then be converted to 59 to 60 HEDI points. (See attached chart)
Effective: Overall performance and results meet standards.	To be rated as effective overall, the Principal must earn a majority of rubric domain and criteria points at the effective level, producing a score which will then be converted to 57 to 58 HEDI points. (See attached chart)
Developing: Overall performance and results need improvement in order to meet standards.	To be rated as developing overall, the Principal must earn a majority of rubric domain and criteria points below the effective level, producing a score which will then be converted to 50 to 56 HEDI points. (See attached chart)

Ineffective: Overall performance and results do not meet standards.

To be rated as ineffective overall, the Principal must earn a vast majority of rubric domain and criteria points below the effective level, producing a score which will then be converted to 0 to 49 HEDI points. (See attached chart)

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

Tenured Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Monday, November 19, 2012

Updated Wednesday, January 16, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, November 19, 2012
Updated Wednesday, January 16, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/240413-Df0w3Xx5v6/PRINCIPAL Improvement Plan 8-20-12.docx](assets/survey-uploads/5276/240413-Df0w3Xx5v6/PRINCIPAL%20Improvement%20Plan%208-20-12.docx)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Supplemental Memorandum of Agreement

*By and Between the Greenburgh – North Castle UFSD
And the Greenburgh – North Castle Administration Association*

Regarding educational law §3012-c and Part 30-2 Regents Rules APPR Compliance

The Annual Professional Performance Review (APPR) Appeals Process:

- 1. A principal (either tenured or probationary) who receives a Developing (Improvement Necessary) or Ineffective (Does Not Meet Standards) rating on the APPR shall be entitled to appeal the rating.*
- 2. Initially, the principal must submit a written request for an appeal within five (5) workdays of receipt of the APPR, to the Superintendent or his/her designee who authored the evaluation. The principal has the right to copy the request to the Administration Association Leadership if he or she so chooses.*
- 3. The appeal must specify the area(s) of concern, but be limited to those matters that may be appealed as prescribed in Section 3012-c of the educational law.*
- 4. The principal will meet informally with the Superintendent or his/her designee who authored the APPR within five (5) workdays of the request. The purpose of this meeting is to determine whether the administrator wishes to consider any changes to the evaluation based on information provided by the principal. The Superintendent or his/her designee will render a decision to the principal in writing as to whether any changes will be made to the evaluation within three (3) work days of the meeting. If any changes are made, they will be done in a timely and expeditious manner, and in compliance with 3012 (c).*
- 5. If the principal is not satisfied with the result of the informal appeal, the principal may submit a written request for a formal appeal to the Superintendent within (3) workdays of receipt of the decision of the informal appeal.*
- 6. Appeals should be referred for consideration to a panel. The panel shall be comprised of a reviewer appointed by the Superintendent of Greenburgh North Castle Union Free School District, a reviewer appointed by the Greenburgh North Castle Administration Association and a reviewer mutually agreed upon by the association President and Superintendent.*
- 7. Within 15 business days of receipt of an appeal, the lead evaluator may submit a detailed written response to the appeal including all documents or materials that are specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. Material not submitted at the time of the response filing will not be considered in deliberation related to the appeal. The Superintendent will submit this entire record to the panel for its deliberation within 20 hours of receipt. A copy of this record will also be provided to the appellant at the same time.*
- 8. The panel will convene within fifteen (15) business days of receipt from the Superintendent of the written appeal. The administrator's written appeal, APPR and evaluator's written response (if any) shall comprise the record on appeal. Members of the panel (and the appellant) will receive the appeal record at least 48 hours in advance of the scheduled meeting.*
- 9. All panel deliberation will be conducted privately and remain confidential except as required below to further process the appeal:*
 - The panel will evaluate the merits of the appeal based on review of submitted written documentation*
 - The panel must come to agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. The determination shall be provided to the appealing principal, Association President and the Superintendent of Schools within five (5) calendar days of the meeting of the panel.*
- 10. The determination of the appeal pursuant to the above process is final and binding and is not subject to appeal or other review.*
- 11. The appealing principal has the opportunity to submit a written response to the decision for the record.*
- 12. The parties agree that the Appeal Process described herein shall be subject to future review upon the mutual agreement of the parties in compliance with Education Law 3012 (c).*

All steps in the resolution of the appeal will occur in a timely and expeditious manner.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Greenburgh- North Castle Union school district is part of the Southern Westchester BOCES Network Team. Administrators participate in Southern Westchester BOCES Network Team NYSED Turn-Key training for Principal Evaluators. The training has been delivered through three modules and a fourth module will be available for re-certification purposes.

Lead Evaluators will complete the NYSED training courses on an ongoing basis, as offered in the 2012-2013 School Year and will be certified by the Superintendent's recommendation to the Board of Education as Lead Evaluators.

The District purchased PD 360 software and the training was completed by lead evaluators. The administrators were trained using the PD 360 videos and practiced the rating process to ensure inter-rater reliability. Professional days and monthly administration cabinet meetings are used to continue to ensure further professional development and inter-rater reliability.

Professional days and staff meetings will be used to train Lead Evaluators regarding PD 360 and the related rubric. Lead evaluators will be recertified during the summer semester and as we go forward annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, July 20, 2012

Updated Wednesday, January 16, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/153878-3Uqgn5g9Iu/APPR form>

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.

Greenburgh - North Castle Union Free School District

HEDI conversion chart for 20 point Growth, based on % of students meeting their individual goal targets.

20 Point Scale Teachers

61 – 100% met target	Highly Effective 18 – 20 points
20 pts = 87-100%	
19 pts = 74 – 86%	
18 pts = 61 – 73%	
40 – 60% met target	Effective 9 – 17 points
17 pts = 57 – 60%	
16 pts = 54 – 56%	
15 pts = 52 – 53%	
14 pts = 50 – 51%	
13 pts = 48 – 49%	
12 pts = 46 – 47%	
11 pts = 44 – 45%	
10 pts = 42 – 43%	
9 pts = 40 – 41%	
26 – 39% met target	Developing 3 – 8 points
8 pts = 36 – 39%	
7 pts = 34 – 35%	
6 pts = 32 – 33%	
5 pts = 30 – 31%	
4 pts = 28 – 29%	
3 pts = 26 – 27%	
0 – 25% met target	Ineffective 0 – 2 points
2 pts = 17 – 25%	
1 pt = 9 – 16%	
0 pts = 0 – 8%	

- It is understood that all scores will be reported in whole numbers.

**PERFORMANCE LEARNING RATIO -
LOCAL CONVERSION TABLE - 15 points**

From	To	APPR PTS
1.6250	& up	15
1.5000	1.6249	15
1.3750	1.4999	15
1.2500	1.3749	15
1.1250	1.2499	15
1.0000	1.1249	15
0.8750	0.9999	14
0.7500	0.8749	13
0.6875	0.7499	12
0.6260	0.6874	11
0.5625	0.6259	10
0.5000	0.5624	9
0.4375	0.4999	8
0.3750	0.4374	7
0.3125	0.3749	6
0.2500	0.3124	5
0.1875	0.2499	4
0.1250	0.1874	3
0.0625	0.1249	2
0.0001	0.0624	1
0.0000	0.0000	0

TEACHER

* It is understood that all scores will be reported in whole numbers.

FORMULAS

*HISTORIC RATE WILL BE CALCULATED BY DIVIDING
THE PRE TEST GRADE EQUIVALENCY (FALL) BY THE
AGE OF THE STUDENT MINUS 5.*

$$\text{HISTORIC LEARNING RATE} = \frac{\text{PRE TEST GRADE EQ.}}{(\text{AGE} - 5)}$$

*CURRENT RATE WILL BE CALCULATED BY
SUBTRACTING THE POST TEST GRADE EQUIVALENCE*

$$\text{CURRENT LEARNING RATE} = (\text{POST TEST}) - (\text{PRE TEST})$$

*A PERFORMANCE RATIO WILL BE CALCULATED BY
DIVIDING THE CURRENT RATIO BY THE HISTORIC
RATIO*

$$\text{PERFORMANCE RATIO} = \frac{\text{CURRENT LEARNING RATE}}{\text{HISTORIC LEARNING RATE}}$$

**PERFORMANCE LEARNING RATIO -
LOCAL CONVERSION TABLE - 20 points**

From	To	APPR PTS
1.6250	& up	20
1.5000	1.6249	19
1.3750	1.4999	18
1.2500	1.3749	17
1.1250	1.2499	16
1.0000	1.1249	15
0.8750	0.9999	14
0.7500	0.8749	13
0.6875	0.7499	12
0.6260	0.6874	11
0.5625	0.6259	10
0.5000	0.5624	9
0.4375	0.4999	8
0.3750	0.4374	7
0.3125	0.3749	6
0.2500	0.3124	5
0.1875	0.2499	4
0.1250	0.1874	3
0.0625	0.1249	2
0.0001	0.0624	1
0.0000	0.0000	0

TEACHER

* It is understood that all scores will be reported in whole numbers.

FORMULAS

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THE PRE TEST GRADE EQUIVALENCY (FALL) BY THE
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*A PERFORMANCE RATIO WILL BE CALCULATED BY
DIVIDING THE CURRENT RATIO BY THE HISTORIC
RATIO*

$$\text{PERFORMANCE RATIO} = \frac{\text{CURRENT LEARNING RATE}}{\text{HISTORIC LEARNING RATE}}$$

Other Measures of Effectiveness – 60 points - Teachers

Accumulated Raw Score Range	Converted 60 Point Score	Eval Level
0 to 59.9	0	I
60 to 116.9	49	I
117 to 125.9	50	D
126 to 134.9	56	D
135 to 149.9	57	E
150 to 164.9	58	E
165 to 173.9	59	H
174 to 180	60	H

- It is understood that all scores will be reported in whole numbers.

Greenburgh - North Castle Union Free School District

HEDI conversion chart for 20 point Growth, based on % of students meeting their individual goal targets

20 Point Scale Principals

61 – 100% met target	Highly Effective 18 – 20 points
20 pts = 87-100%	
19 pts = 74 – 86%	
18 pts = 61 – 73%	
40 – 60% met target	Effective 9 – 17 points
17 pts = 57 – 60%	
16 pts = 54 – 56%	
15 pts = 52 – 53%	
14 pts = 50 – 51%	
13 pts = 48 – 49%	
12 pts = 46 – 47%	
11 pts = 44 – 45%	
10 pts = 42 – 43%	
9 pts = 40 – 41%	
26 – 39% met target	Developing 3 – 8 points
8 pts = 36 – 39%	
7 pts = 34 – 35%	
6 pts = 32 – 33%	
5 pts = 30 – 31%	
4 pts = 28 – 29%	
3 pts = 26 – 27%	
0 – 25% met target	Ineffective 0 – 2 points
2 pts = 17 – 25%	
1 pt = 9 – 16%	
0 pts = 0 – 8%	

- It is understood that all scores will be reported in whole numbers.

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

**(DRAFT)
TEACHER
IMPROVEMENT
PLAN
(TIP)**

7/12/11

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN (TIP)

TABLE OF CONTENTS

- 1. TEACHER IMPROVEMENT PLAN (TIP)**
- 2. TEACHER IMPROVEMENT PLAN (TIP) Worksheet**
- 3. TEACHER IMPROVEMENT PLAN (TIP) Evaluation Sheet**
- 4. TEACHER IMPROVEMENT PLAN (TIP) Worksheet Examples**

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

Teacher Improvement Plan

The Teacher Improvement Plan (TIP) is designed to provide support through communication, discussion and collaboration in the area (s) of significant concern. The administrator and teacher will jointly determine the strategies to be taken to overcome the deficiencies, but it is agreed that the primary responsibility for correction of the deficiencies remains with the teacher. The administrator and teacher will agree on a mutual time-line to improve any noted deficiencies.

The Purpose of a TIP is to:

- improve teacher performance;
- provide support;
- provide due process for possible disciplinary action;
- provide information to determine tenure

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN (TIP) WORKSHEET
(To be completed jointly by teacher and administrator)

NAME _____

ACADEMY _____

SUBJECT _____

AREA(S) NEEDING IMPROVEMENT	RATIONALE FOR TIP	OBJECTIVE	SUPPORTS	TIMELINE FOR COMPLETION	EVIDENCE

TEACHER'S COMMENTS: _____

ADMINISTRATOR'S COMMENTS: _____

TEACHER'S SIGNATURE

DATE

ADMINISTRATOR'S SIGNATURE

DATE

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN (TIP) EVALUATION SHEET

NAME _____

ACADEMY _____

SUBJECT _____

AREA(S) NEEDING IMPROVEMENT	RATIONALE FOR TIP	OBJECTIVE	SUPPORTS	SATISFACTORY PROGRESS		ACTION STEPS COMPLETED	
				YES	NO	YES	NO
TIP SATISFIED?	<input type="checkbox"/> YES <input type="checkbox"/> NO (If no, recommendations must be specified in the Administrator's Comments below.)						

TEACHER'S COMMENTS: _____

ADMINISTRATOR'S COMMENTS: _____

TEACHER'S SIGNATURE

DATE

ADMINISTRATOR'S SIGNATURE

DATE

TEACHER IMPROVEMENT PLAN (TIP) WORKSHEET

(To be completed jointly by teacher and administrator)

****EXAMPLE****

AREA(S) NEEDING IMPROVEMENT	RATIONALE FOR TIP	OBJECTIVE	SUPPORTS	TIMELINE FOR COMPLETION	EVIDENCE
Instruction	Based on observation, Ms. Johnson does not actively interact with students while teaching. She typically sits at her desk and provides worksheets for students.	To actively engage students during instruction that includes development of small groups, utilizing materials that meet the reading levels of students, use of technology including the "Smart Board" and moving between small groups/individual students.	Meet with principal to design lessons that engage students	January 2012	Lesson plans and students actively involved in activities.
			Principal or designee will observe to ascertain if Ms. Johnson is achieving the objectives		Observations – This may include full period or partial period observations.
			Review Dr. Wong's teaching materials		Use of Dr. Wong's strategies
			Meet with Social Studies curriculum leader twice to learn about instructional strategies		Date of meetings with Curriculum leader: - -

TEACHER'S COMMENTS: _____

ADMINISTRATOR'S COMMENTS: _____

TEACHER'S SIGNATURE

DATE

ADMINISTRATOR'S SIGNATURE

DATE

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

**TEACHER IMPROVEMENT PLAN (TIP) WORKSHEET
(To be completed jointly by teacher and administrator)**

****EXAMPLE****

AREA(S) NEEDING IMPROVEMENT	RATIONALE FOR TIP	OBJECTIVE	SUPPORTS	TIMELINE FOR COMPLETION	EVIDENCE
Time and Attendance	Ms. Jackson was tardy 30 times during the 2010-2011 school year; there were 15 tardies by January 2011.	Reduce the number of tardies by 30.	Meet with the Principal or his/her designee monthly or sooner to review punctuality and discuss issues that may be causing tardies along with correction strategies.	June 2012	Time and Attendance documentation

TEACHER'S COMMENTS: _____

ADMINISTRATOR'S COMMENTS: _____

TEACHER'S SIGNATURE

DATE

ADMINISTRATOR'S SIGNATURE

DATE

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

**TEACHER IMPROVEMENT PLAN (TIP) WORKSHEET
(To be completed jointly by teacher and administrator)**

****EXAMPLE****

AREA(S) NEEDING IMPROVEMENT	RATIONALE FOR TIP	OBJECTIVE	SUPPORTS	TIMELINE FOR COMPLETION	EVIDENCE
Assessment Strategies	Ms. Jackson's lessons did not include assessment strategies to ascertain student attainment of an objective(s)	Include in all lessons an assessment strategy to ascertain student attainment of objective(s).	Review weekly lesson plans with Principal to ensure assessment strategies are included	January 2012	Lesson plans
			Principal or designee formally observe on a weekly basis to improve orientation		Observations
			Read "How to Increase Reading Ability"		These assessment strategies are included in lesson plans
			Participate in Mentor Program		Participate in Mentoring Program – group and individual programs

TEACHER'S COMMENTS: _____

ADMINISTRATOR'S COMMENTS: _____

TEACHER'S SIGNATURE

DATE

ADMINISTRATOR'S SIGNATURE

DATE

GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN (TIP) WORKSHEET (To be completed jointly by teacher and administrator)

****EXAMPLE****

AREA(S) NEEDING IMPROVEMENT	RATIONALE FOR TIP	OBJECTIVE	SUPPORTS	TIMELINE FOR COMPLETION	EVIDENCE
Instruction	Ms. Jackson's lessons were not engaging and did not meet the individual needs of student with diverse skills, learning rates and learning styles.	Develop lessons that are engaging and meet the needs of students with diverse skills, learning rates and styles that include suitable materials, differentiated instruction and use of technology.	Review weekly lesson plans with principal to ensure the objective is addressed	January 2012	Lesson Plans and students actively involved in lessons
			Formally observe on a weekly basis to improve implementations of lessons. Read subject matters and include instructional strategies in lesson plans		Observations
			Participate in Mentor Program		Participate in Mentoring Program – group and individual programs

TEACHER'S COMMENTS: _____

ADMINISTRATOR'S COMMENTS: _____

TEACHER'S SIGNATURE

DATE

ADMINISTRATOR'S SIGNATURE

DATE

Other Measures of Effectiveness – 60 points - Principals

Accumulated Raw Score Range	Converted 60 Point Score	Eval Level
0 to 59.9	0	I
60 to 116.9	49	I
117 to 125.9	50	D
126 to 134.9	56	D
135 to 149.9	57	E
150 to 164.9	58	E
165 to 173.9	59	H
174 to 180	60	H

- It is understood that all scores will be reported in whole numbers.



GREENBURGH NORTH CASTLE UNION FREE SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN (PIP)

Table of contents

Principal Improvement Plan (PIP)

Principal Improvement Plan (PIP) Worksheet

Principal Improvement Plan (PIP) Evaluation sheet

Principal Improvement Plan (PIP) Worksheet examples

The Principal Improvement Plan (PIP) is designed to provide support through communication, discussion and collaboration in the area (s) of significant concern. The primary responsibility for correction of the deficiencies remains with the principal. The administrator and principal will agree on a mutual time-line to improve any noted deficiencies. A PIP may be instituted any time during the year when an administrator believes additional supports are needed for a principal in question.

The Purpose of a PIP is to:

- improve principal performance;
- provide support;
- provide due process for possible disciplinary action;
- provide information to determine tenure

A Principal Improvement Plan (PIP) must be initiated whenever the principal receives a rating of *developing or ineffective* in a year-end evaluation. Both the principal and Superintendent, or designee will meet for an evaluation conference at the end of the school year where the developing or ineffective evaluation is discussed.

A PIP is designed by the Superintendent or designee in collaboration with the principal. The PIP must be in place no later than September 10th of the following year. An initial conference is held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

The principal must be offered the opportunity for a peer mentor. The principal will select the mentor, with the approval of the Superintendent. If the principal cannot decide on a mentor, the Superintendent or designee will select a mentor. All dealings between the mentor and the principal will be confidential. The mentor and the principal will collaborate during the first quarter. During that time, the principal will be observed at least once per quarter by members of the administrative team designated by the Superintendent who will concentrate on observing and evaluating goals identified in the PIP. A member of the administrative team will meet with the principal in a timely manner (within 5 school days) to discuss the observations. Written observation summaries will be provided (within 7 school days) and must be signed by both parties and the Superintendent. The principal will have the right to respond to observation summaries and responses will be attached.

After each quarter of Principal/mentor collaboration, the Superintendent or his/her designee will assess in writing the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the PIP goals are met, it will terminate. The culmination of the PIP will be communicated in writing to the principal and signed by both parties.

Also, at the end of the school year in which a PIP was in place, the administration shall provide the principal with a summative evaluation for the school year which includes an APPR rating of highly effective, effective, developing or ineffective. The principal, upon receiving this summary year end APPR rating, shall have the appeal rights accorded under the APPR plan.

If the principal is rated as developing or ineffective again, the principal and Superintendent or designee will develop a new plan for the next school year.



Principal Improvement Plan (PIP) Worksheet
(to be completed jointly by principal and administrator)

Name _____

Academy _____

Subject _____

Date _____

Area(s) needing improvement	Rationale for PIP	Objective	Supports	Timeline for completion	Evidence

Principal's Comments: _____

Administrator's Comments: _____

Principal's Signature

Date

Administrator's Signature

Date



Principal Improvement Plan (PIP) Evaluation Sheet

Name _____

Academy _____

Subject _____

Date _____

Area(s) needing improvement	Rationale for PIP	Objective	Supports	Satisfactory progress		Action steps completed	
				Yes	no	Yes	no
PIP satisfied?	<input type="checkbox"/> yes <input type="checkbox"/> no (if no, recommendations must be specified in the administrator's comments below.)						

Principal's comments: _____

Administrator's comments: _____

PRINCIPAL'S SIGNATURE

DATE

ADMINISTRATOR'S SIGNATURE

DATE

PRINCIPAL IMPROVEMENT PLAN (PIP) WORKSHEET

(To be completed jointly by principal and administrator)

****EXAMPLE****

AREA(S) NEEDING IMPROVEMENT	RATIONALE FOR PIP	OBJECTIVE	SUPPORTS	TIMELINE FOR COMPLETION	EVIDENCE
Student Outcomes	The students underachieved in the area of literacy based on the DORA.	Provide teachers with strategies including the 7 Keys to Comprehension and encourage more active engagement with students that includes the development of small groups, utilizing materials that meet the reading levels of students, use of technology including the "Smart Board" and moving between small groups/individual students to provide constructive and positive feedback.	Meet with supervisor to receive proof development.	January 2013	Student growth on DORA based on student potential.
			Principal and supervisor will observe to ascertain if the teachers are using literacy strategies.		Teachers are utilizing strategies provided by principals.
					Principal and teachers are participating in professional development related to literacy.
				January 2013	Date of meetings with Curriculum leader: - -

PRINCIPAL'S COMMENTS: _____

ADMINISTRATOR'S COMMENTS: _____

PRINCIPAL'S SIGNATURE

DATE

ADMINISTRATOR'S SIGNATURE

DATE

DRAFT**Supplemental Memorandum of Agreement**

By and Between the Greenburgh – North Castle UFSD
 And the Greenburgh – North Castle Administration Association

Regarding educational law §3012-c and Part 30-2 Regents Rules APPR Compliance

The Annual Professional Performance Review (APPR) Appeals Process:

1. A principal (either tenured or probationary) who receives a Developing (Improvement Necessary) or Ineffective (Does Not Meet Standards) rating on the APPR shall be entitled to appeal the rating.
2. Initially, the principal must submit a written request for an appeal within five (5) workdays of receipt of the APPR, to the administrator who authored the evaluation. The principal has the right to copy the request to the Administration Association Leadership if he or she so chooses.
3. The appeal must specify the area(s) of concern, but be limited to those matters that may be appealed as prescribed in Section 3012-c of the educational law.
4. The principal will meet informally with the administrator who authored the APPR within five (5) workdays of the request. The purpose of this meeting is to determine whether the administrator wishes to consider any changes to the evaluation based on information provided by the principal. The administrator will render a decision to the principal in writing as to whether any changes will be made to the evaluation within three (3) work days of the meeting.
5. If the principal is not satisfied with the result of the informal appeal, the principal may submit a written request for a formal appeal to the Superintendent within (3) workdays of receipt of the decision in the informal appeal. The Superintendent will review the written documents relevant to the appeal and issue a final written determination within five (5) workdays. Within five (5) workdays, the Superintendent shall issue a written decision.
6. The decision of the Superintendent 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.
7. The Superintendent shall provide a copy of the decision to the principal, the authoring administrator and the Association President.

So agreed this _____ day of _____, 2012

For the District

For the Association

**PERFORMANCE LEARNING RATIO - LOCAL
CONVERSION TABLE - 15 points**

Principal

* It is understood that all scores will be reported in whole numbers.

FORMULAS

From	To	APPR PTS
1.6250	& up	15
1.5000	1.6249	15
1.3750	1.4999	15
1.2500	1.3749	15
1.1250	1.2499	15
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0.5625	0.6259	10
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0.0625	0.1249	2
0.0001	0.0624	1
0.0000	0.0000	0

*HISTORIC RATE WILL BE CALCULATED BY
DIVIDING THE PRE TEST GRADE
EQUIVALENCEY (FALL) BY THE AGE OF THE
STUDENT MINUS 5.*

**HISTORIC LEARNING
RATE** = $\frac{\text{PRE TEST GRADE EQ.}}{\text{(AGE - 5)}}$

*CURRENT RATE WILL BE CALCULATED BY
SUBTRACTING THE POST TEST GRADE
EQUIVALENCE*

**CURRENT LEARNING
RATE** = $(\text{POST TEST}) - (\text{PRE TEST})$

*A PERFORMANCE RATIO WILL BE
CALCULATED BY DIVIDING THE CURRENT
RATIO BY THE HISTORIC RATIO*

**PERFORMANCE
RATIO** = $\frac{\text{CURRENT LEARNING
RATE}}{\text{HISTORIC LEARNING
RATE}}$

**PERFORMANCE LEARNING RATIO -
LOCAL CONVERSION TABLE - 20 points**

From	To	APPR PTS
1.6250	& up	20
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PRINCIPAL

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FORMULAS

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AGE OF THE STUDENT MINUS 5.*

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SUBTRACTING THE POST TEST GRADE EQUIVALENCE*

$$\text{CURRENT LEARNING RATE} = (\text{POST TEST}) - (\text{PRE TEST})$$

*A PERFORMANCE RATIO WILL BE CALCULATED BY
DIVIDING THE CURRENT RATIO BY THE HISTORIC
RATIO*

$$\text{PERFORMANCE RATIO} = \frac{\text{CURRENT LEARNING RATE}}{\text{HISTORIC LEARNING RATE}}$$

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

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

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

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

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

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

Signatures, dates

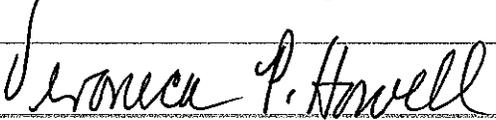
Superintendent Signature: Date:

 1/16/13

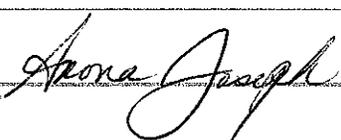
Teachers Union President Signature: Date:

 1/16/13

Administrative Union President Signature: Date:

 1/16/13

Board of Education President Signature: Date:

 1/16/13