



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

Commissioner of Education
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June 18, 2014

Revised

Mathias Donnelly, Superintendent
Greenwich Central School District
10 Gray Avenue
Greenwich, NY 12834

Dear Superintendent Donnelly:

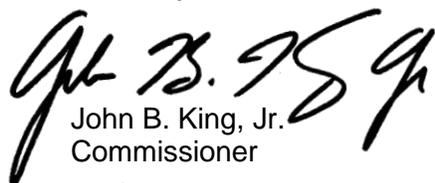
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: James P. Dexter

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, July 11, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 640801040000

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

640801040000

1.2) School District Name: GREENWICH CSD

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

GREENWICH CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, June 05, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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.

The development of Student Learning Objectives (SLOs) will be overseen by building Principals, working in conjunction with teachers.

In all cases, SLOs will be aligned with the Common Core State or National standards, as well as any district priorities. Teacher scores will be based upon the degree to which goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The district will use pre-assessment data to establish targets for SLOs.

In grades K-2, targets will be based on the halfway to one-hundred mode, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of the halfway to 100 model:

- A student who earns a 50 on a pre-test will need to earn a 75 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.
- A student who earns a 20 on a pre-test will need to earn a 60 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model.

In grade 3, The WSWHEBOCES Developed Grade Level 3 - ELA Assessment will determine the benchmark which will be compared to the percent of students earning 3s and 4s on the state ELA test.

- A student who scores in the top 40% of the pre-test will be expected to achieve a level 3 or level 4 on the State test.
- A student that scores in the bottom 60% of the pre-test will be projected to reach a level 2.

The percent of students in grades K-3 who demonstrate acceptable growth by meeting projected growth targets will be applied the Growth-HEDI Scale.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100% - 92% of students meet or exceed their goals
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	91% - 65% of students meet or exceed their goals
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	64% - 47% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	46% or less of students meet or exceed their goals

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	WSWHEBOCES developed Grade Level K - Math Assessment
1	District, regional, or BOCES-developed assessment	WSWHEBOCES developed Grade Level 1 - Math Assessment
2	District, regional, or BOCES-developed assessment	WSWHEBOCES developed Grade Level 2 - Math Assessment

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

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

The development of Student Learning Objectives (SLOs) will be overseen by building Principals, working in conjunction with teachers.

In all cases, SLOs will be aligned with the Common Core State or National standards, as well as any district priorities. Teacher scores will be based upon the degree to which goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The district will use pre-assessment data to establish targets for SLOs.

In grades K-2, targets will be based on the halfway to one-hundred mode, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of the halfway to 100 model:

- A student who earns a 50 on a pre-test will need to earn a 75 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.
- A student who earns a 20 on a pre-test will need to earn a 60 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model.

In grade 3, The WSWHEBOCES Developed Grade Level 3 - Math Assessment will determine the benchmark which will be compared to the percent of students earning 3s and 4s on the state Math test.

- A student who scores in the top 40% of the pre-test will be expected to achieve a level 3 or level 4 on the State test.
- A student that scores in the bottom 60% of the pre-test will be projected to reach a level 2.

The percent of students in grades K-3 who demonstrate acceptable growth by meeting projected growth targets will be applied the Growth-HEDI Scale.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

100% - 92% of students meet or exceed their goals

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

91% - 65% of students meet or exceed their goals

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

64% - 47% of students meet or exceed their goals

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

46% or less of students meet or exceed their goals

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Greenwich Central School Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Greenwich Central School Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The development of Student Learning Objectives (SLOs) will be overseen by building Principals, working in conjunction with teachers.

In all cases, SLOs will be aligned with the Common Core State or National standards, as well as any district priorities. Teacher scores will be based upon the degree to which goals were attained. The district developed pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The district will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred mode, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of the halfway to 100 model:

- A student who earns a 50 on a pre-test will need to earn a 75 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.
- A student who earns a 20 on a pre-test will need to earn a 60 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing to halfway to 100 or more) will be applied the Growth-HEDI Scale.

In 8th Grade Science, the Greenwich Central School developed 8th Grade Science pre-assessment will be administered at the beginning of the time interval defined in the SLO. Targets will be based on the halfway to one-hundred mode, where each student's individual pre-test score is used to determine the

amount of growth required. The NYS 8th grade science will be used as the post-assessment. The score will be used to determine the amount of growth required.

Examples of the halfway to 100 model:

- A student who earns a 50 on a pre-test will need to earn a 75 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.
- A student who earns a 20 on a pre-test will need to earn a 60 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing to halfway to 100 or more) will be applied the Growth–HEDI Scale.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100% - 92% of students meet or exceed their goals
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	91% - 65% of students meet or exceed their goals
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	64% - 47% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	46% or less of students meet or exceed their 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	District, regional or BOCES-developed assessment	Greenwich Central School Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Greenwich Central School Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Greenwich Central School Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The development of Student Learning Objectives (SLOs) will be overseen by building Principals, working in conjunction with teachers.</p> <p>In all cases, SLOs will be aligned with the Common Core State or National standards, as well as any district priorities. Teacher scores will be based upon the degree to which goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The</p>
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post-assessment will be administered at the end of the course.

The district will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred mode, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of the halfway to 100 model:

- A student who earns a 50 on a pre-test will need to earn a 75 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.
- A student who earns a 20 on a pre-test will need to earn a 60 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing to halfway to 100 or more) will be applied the Growth-HEDI Scale.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100% - 92% of students meet or exceed their goals
Effective (9 - 17 points) Results meet District goals for similar students.	91% - 65% of students meet or exceed their goals
Developing (3 - 8 points) Results are below District goals for similar students.	64% - 47% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% or less of students meet or exceed their 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	Greenwich Central School Developed Global Studies 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of Student Learning Objectives (SLOs) will be overseen by building Principals, working in conjunction with teachers.
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In all cases, SLOs will be aligned with the Common Core State or National standards, as well as any district priorities. Teacher scores will be based upon the degree to which goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The district will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred mode, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of the halfway to 100 model:

- A student who earns a 50 on a pre-test will need to earn a 75 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.
- A student who earns a 20 on a pre-test will need to earn a 60 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing to halfway to 100 or more) will be applied the Growth-HEDI Scale.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100% - 92% of students meet or exceed their goals
Effective (9 - 17 points) Results meet District goals for similar students.	91% - 65% of students meet or exceed their goals
Developing (3 - 8 points) Results are below District goals for similar students.	64% - 47% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% or less of students meet or exceed their 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The development of Student Learning Objectives (SLOs) will be overseen by building Principals, working in conjunction with
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

teachers.

In all cases, SLOs will be aligned with the Common Core State or National standards, as well as any district priorities. Teacher scores will be based upon the degree to which goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The district will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred mode, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of the halfway to 100 model:

- A student who earns a 50 on a pre-test will need to earn a 75 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.
- A student who earns a 20 on a pre-test will need to earn a 60 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing to halfway to 100 or more) will be applied the Growth-HEDI Scale.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100% - 92% of students meet or exceed their goals
Effective (9 - 17 points) Results meet District goals for similar students.	91% - 65% of students meet or exceed their goals
Developing (3 - 8 points) Results are below District goals for similar students.	64% - 47% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% or less of students meet or exceed their 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 measuring student growth on the assessments listed for this Task.

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

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

The development of Student Learning Objectives (SLOs) will be overseen by building Principals, working in conjunction with teachers.

In all cases, SLOs will be aligned with the Common Core State or National standards, as well as any district priorities. Teacher scores will be based upon the degree to which goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The district will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred mode, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of the halfway to 100 model:

- A student who earns a 50 on a pre-test will need to earn a 75 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.
- A student who earns a 20 on a pre-test will need to earn a 60 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing to halfway to 100 or more) will be applied the Growth-HEDI Scale.

The district will offer Algebra 1 students both the NYS Integrated Algebra and the NYS Common Core Algebra Regents Assessment and will use the score of whichever is higher for the post assessment score.

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

100% - 92% of students meet or exceed their goals

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

91% - 65% of students meet or exceed their goals

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

64% - 47% of students meet or exceed their goals

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

46% or less of students meet or exceed their 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	District, regional or BOCES-developed assessment	Greenwich Central School Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Greenwich Central School Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The development of Student Learning Objectives (SLOs) will be overseen by building Principals, working in conjunction with teachers.</p> <p>In all cases, SLOs will be aligned with the Common Core State or National standards, as well as any district priorities. Teacher scores will be based upon the degree to which goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.</p> <p>The district will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred mode, where each student’s individual pre-test score is used to determine the amount of growth required.</p> <p>Examples of the halfway to 100 model:</p> <ul style="list-style-type: none"> • A student who earns a 50 on a pre-test will need to earn a 75 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth. • A student who earns a 20 on a pre-test will need to earn a 60 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth. <p>Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing to halfway to 100 or more) will be applied the Growth–HEDI Scale.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>100% - 92% of students meet or exceed their goals</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>91% - 65% of students meet or exceed their goals</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>64% - 47% of students meet or exceed their goals</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>46% or less of students meet or exceed their goals</p>

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 K-12	District, Regional or BOCES-developed	Greenwich Central School developed K-12 Art Assessments

Music K-6	District, Regional or BOCES-developed	WSWHEBOCES developed Grade Level K - 6 Music assessment
Music 7-12	District, Regional or BOCES-developed	Greenwich Central School developed 7-12 Music Assessments
Business 7-12	District, Regional or BOCES-developed	Greenwich Central School developed Business 7-12 Assessments
LOTE 7-12	District, Regional or BOCES-developed	Greenwich Central School developed LOTE 7-12 Assessments
Agriculture 7-12	District, Regional or BOCES-developed	Greenwich Central School developed 7-12 Agriculture Assessments
Technology 7-12	District, Regional or BOCES-developed	Greenwich Central School developed 7-12 Technology Assessments
Library K-6	School/BOCES-wide/group/team results based on State	NYS 4-6 Grade ELA Assessment
Physical Education K-6	District, Regional or BOCES-developed	WSWHEBOCES developed K-6 Physical Education Assessments
Physical Education 7-12	District, Regional or BOCES-developed	Greenwich Central School developed 7-12 Physical Education Assessment
4-6 Band	District, Regional or BOCES-developed	Greenwich Central School developed 4-6 grade Music Assessments
3-6 ELA AIS	School/BOCES-wide/group/team results based on State	NYS ELA Assessments in grades 4 -6
3-6 Math AIS	School/BOCES-wide/group/team results based on State	NYS Math Assessments in grades 4 -6
K-2 ELA AIS	District, Regional or BOCES-developed	WSWHEBOCES developed K-2 ELA Assessments
K-2 Math AIS	District, Regional or BOCES-developed	WSWHEBOCES developed K-2 Math Assessments
Health 8 and 11	District, Regional or BOCES-developed	Greenwich Central School developed Health 8 and 11 Assessment

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

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

The development of Student Learning Objectives (SLOs) will be overseen by building Principals, working in conjunction with teachers.

In all cases, SLOs will be aligned with the Common Core State or National standards, as well as any district priorities. Teacher scores will be based upon the degree to which goals were attained.

For all subject teachers listed in this section (except: Library K-6, 3-6 ELA AIS and 3-6 AIS Math) the pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The district will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred mode, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of the halfway to 100 model:

- A student who earns a 50 on a pre-test will need to earn a 75 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.
- A student who earns a 20 on a pre-test will need to earn a 60 (or higher) on a summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing to halfway to 100 or more) will be applied the Growth-HEDI Scale.

For 3-6 ELA AIS:

The 3-6 ELA AIS teachers will use the State provided building Growth score for ELA.

For 3-6 Math AIS:

The 3-6 Math AIS teachers will use the State provided building Growth score for Math.

For K-6 Librarian:

The K-6 Librarian will use the State provided building Growth score for ELA.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100% - 92% of students meet or exceed their goals
Effective (9 - 17 points) Results meet District goals for similar students.	91% - 65% of students meet or exceed their goals
Developing (3 - 8 points) Results are below District goals for similar students.	64% - 47% of students meet or exceed their goals
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	46% or less of students meet or exceed their 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/12186/564876-TXEttx9bQW/Process of assigning HEDI categories for Growth_2.docx

2.12) Locally Developed Controls

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

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

At this time the district does not have any adjustments, controls or other special considerations that will be used for setting targets for growth measures.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, June 17, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS State 3-6 Assessments in ELA
5	6(ii) School wide measure computed locally	NYS State 3-6 Assessments in ELA
6	6(ii) School wide measure computed locally	NYS State 3-6 Assessments in ELA
7	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
8	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.

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	Grades 4-6: The HEDI rating will based on the school-wide percentage of students scoring a 3 or 4 on the NY State ELA assessment for grades 3-6. If 40% of the students attain a score
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3.3, below.

of 3 or 4 the teachers achievement score would be a "13" or an "11" after value added is implemented. The HEDI rubric is attached at 3.3.

Grades 7-8: All teachers in grade 7 and 8 will be given an achievement score based on the process outlined in the attached document found at 3.3. All teachers with an assigned value-added growth measure will be rated on the 15 point scale when NYS adopts a 25 point State growth measure. All others will be rated on the 20 point scale.

The building (grades 7-12) will utilize the average of the passing and mastery rates of the NYS Integrated Algebra/ NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target.

Note: Students in CCLS courses will take both the NYS Integrated Algebra Regents and the NYS Common Core Regents. The higher of the two scores will be used for evaluation purposes.

The HEDI rubric is attached at 3.3.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-6: 100% - 49% of students meet or exceed their goals. Grades 7-8: 100% - 69% of students meet or exceed their goals.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-6: 48% - 27% of students meet or exceed their goals. Grades 7-8: 68% - 51% of students meet or exceed their goals.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-6: 26% - 9% of students meet or exceed their goals. Grades 7-8: 50% - 16% of students meet or exceed their goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grades 4-6: 8% or less of students meet or exceed their goals. Grades 7-8: 15% - 0% of students meet or exceed their goals.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS State 3-6 Assessments in Math
5	6(ii) School wide measure computed locally	NYS State 3-6 Assessments in Math
6	6(ii) School wide measure computed locally	NYS State 3-6 Assessments in Math
7	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.

8	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
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For Grades 4-8 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Grades 4-6: The HEDI rating will based on the school-wide percentage of students scoring a 3 or 4 on the NY State Math assessment for grades 3-6. If 40% of the students attain a score of 3 or 4 the teachers achievement score would be a "13" or an "11" after value added is implemented. The HEDI rubric is attached at 3.3.</p> <p>Grades 7-8: All teachers in grade 7 and 8 will be given an achievement score based on the process outlined in the attached document found at 3.3. All teachers with an assigned value-added growth measure will be rated on the 15 point scale when NYS adopts a 25 point State growth measure. All others will be rated on the 20 point scale.</p> <p>The building (grades 7-12) will utilize the average of the passing and mastery rates of the NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target.</p> <p>Note: Students in CCLS courses will take both the NYS Integrated Algebra Regents and the NYS Common Core Regents. The higher of the two scores will be used for evaluation purposes.</p> <p>The HEDI rubric is attached at 3.3.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades 4-6: 100% - 49% of students meet or exceed their goals.</p> <p>Grades 7-8: 100% - 69% of students meet or exceed their goals.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades 4-6: 48% - 27% of students meet or exceed their goals.</p> <p>Grades 7-8: 68% - 51% of students meet or exceed their goals.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grades 4-6: 26% - 9% of students meet or exceed their goals.</p> <p>Grades 7-8: 50% - 16% of students meet or exceed their 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>Grades 4-6: 8% or less of students meet or exceed their goals.</p> <p>Grades 7-8: 15% - 0% of students meet or exceed their goals.</p>

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	WSWHEBOCES developed grade K ELA assessment
1	5) District, regional, or BOCES–developed assessments	WSWHEBOCES developed grade 1 ELA assessment
2	5) District, regional, or BOCES–developed assessments	WSWHEBOCES developed grade 2 ELA assessment
3	6(ii) School-wide measure computed locally	NYS grade 3-6 ELA Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-2: For grades K-2, the district will establish an achievement target. HEDI points will be assigned based on the numbers of students meeting or exceeding the achievement target. The HEDI rubric is attached at 3.13. For grade 3, the HEDI points will be assigned on the schoolwide percentage of students scoring a 3 or a 4 on the NYS 3-6 ELA Assessment. If 40% of the students attain a score of 3 or 4 the teachers Achievement score would be a "13". The HEDI rubric is attached at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For grades K-2: 100% - 92% of students meet or exceed their goals. For Grade 3: 100% - 49% of students meet or exceed their goals.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For grades K-2: 91% - 65% of students meet or exceed their goals. For Grade 3: 48% - 27% of students meet or exceed their goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For grades K-2: 64% - 47% of students meet or exceed their goals For Grade 3: 26% - 9% of students meet or exceed their goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For grades K-2: 46% or less of students meet or exceed their goals. For Grade 3: 8% or less of students meet or exceed their goals.

3.5) Grades K-3 Math

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

Locally-Selected Measure from List of Approved Measures	Assessment
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K	5) District, regional, or BOCES–developed assessments	WSWHEBOCES developed grade K Math assessment
1	5) District, regional, or BOCES–developed assessments	WSWHEBOCES developed grade 1 Math assessment
2	5) District, regional, or BOCES–developed assessments	WSWHEBOCES developed grade 2 Math assessment
3	6(ii) School-wide measure computed locally	NYS grade 3-6 Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-2: For grades K-2, the district will establish an achievement target. HEDI points will be assigned based on the numbers of students meeting or exceeding the achievement target. If 65-67% of our students meet the benchmark, our teachers will receive a HEDI score of "9". The HEDI rubric is attached at 3.13. For grade 3, the HEDI points will be assigned on the schoolwide percentage of students scoring a 3 or a 4 on the NYS 3-6 Math Assessment.. If 40% of the students attain a score of 3 or 4 the teachers Achievement score would be a "13". The HEDI rubric is attached at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For grades K-2: 100% - 92% of students meet or exceed their goals. For Grade 3: 100% - 49% of students meet or exceed their goals.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For grades K-2: 91% - 65% of students meet or exceed their goals. For Grade 3: 48% - 27% of students meet or exceed their goals.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	For grades K-2: 64% - 47% of students meet or exceed their goals For Grade 3: 26% - 9% of students meet or exceed their goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For grades K-2: 46% or less of students meet or exceed their goals. For Grade 3: 8% or less of students meet or exceed their goals.

3.6) Grades 6-8 Science

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

Locally-Selected Measure from List of Approved Measures	Assessment
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6	5) District, regional, or BOCES–developed assessments	Greenwich Central School developed grade 6 Science Assessment
7	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
8	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.

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.

<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>For 6th Grade: District developed Science post-assessment will be given. HEDI points will be assigned based on the percentage of students meeting or exceeding the achievement target. If 65-67% of our students meet the benchmark, our teachers will receive a score of "9". The HEDI rubric is attached at 3.13. The achievement target will be established by the district.</p> <p>Grades 7-8: All teachers in grade 7 and 8 will be given an achievement score based on the process outlined in the attached document found at 3.13.</p> <p>The building (grades 7-12) will utilize the average of the passing and mastery rates of the NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target.</p> <p>Note: Students in CCLS courses will take both the NYS Integrated Algebra Regents and the NYS Common Core Regents. The higher of the two scores will be used for evaluation purposes.</p> <p>The HEDI rubric is attached at 3.13.</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>For 6th grade Science: 100% - 92% of students meet or exceed their goals.</p> <p>Grades 7-8: 100% - 69% of students meet or exceed their goals.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For 6th grade Science: 91% - 65% of students meet or exceed their goals.</p> <p>Grades 7-8: 68% - 51% of students meet or exceed their goals.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For 6th grade Science: 64% - 47% of students meet or exceed their goals.</p> <p>Grades 7-8: 50% - 16% of students meet or exceed their 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>For 6th grade Science: 46% or less of students meet or exceed their goals.</p> <p>Grades 7-8: 15% - 0% of students meet or exceed their goals.</p>

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Greenwich Central School District developed grade 6 Social Studies assessment
7	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
8	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For 6th Grade: A district developed Social Studies post-assessment will be given. HEDI points will be assigned based on the percentage of students meeting or exceeding the achievement target. If 65-67% of our students meet the benchmark, our teachers will receive a score of "9". The HEDI rubric is attached at 3.13. The achievement target will be established by the district.</p> <p>Grades 7-8: All teachers in grade 7 and 8 will be given an achievement score based on the process outlined in the attached document found at 3.13.</p> <p>The building (grades 7-12) will utilize the average of the passing and mastery rates of the NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target.</p> <p>Note: Students in CCLS courses will take both the NYS Integrated Algebra Regents and the NYS Common Core Regents. The higher of the two scores will be used for evaluation purposes.</p> <p>The HEDI rubric is attached at 3.13.</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>Grade 6: 92% - 100% of students meet or exceed their goals.</p> <p>Grades 7-8: 100% - 69% of students meet or exceed their goals.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade 6: 65% - 91% of students meet or exceed their goals</p> <p>Grades 7-8: 68% - 51% of students meet or exceed their goals.</p>

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6: 47% - 64% of students meet or exceed their goals Grades 7-8: 50 - 16% of students meet or exceed their goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6: 46% or less of students meet or exceed their goals Grades 7-8: 15% - 0% of students meet or exceed their goals.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Global 2	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
American History	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.

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.	The JSHS will utilize the average of the passing and mastery rates of the NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target. Note: Students in CCLS courses will take both the NYS Integrated Algebra Regents and the NYS Common Core Regents. The higher of the two scores will be used for evaluation purposes. All HEDI scores will be based on the school-wide results of the listed assessments. The HEDI rubric is attached at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 69% of students meet or exceed their goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68% - 51% of students meet or exceed their goals.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% - 16% of students meet or exceed their goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15% - 0% of students meet or exceed their goals.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Earth Science	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Chemistry	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Physics	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The JSHS will utilize the average of the passing and mastery rates of the NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target.</p> <p>Note: Students in CCLS courses will take both the NYS Integrated Algebra Regents and the NYS Common Core Regents. The higher of the two scores will be used for evaluation purposes.</p> <p>All HEDI scores will be based on the school-wide results of the listed assessments. The HEDI rubric is attached at 3.13.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 69% of students meet or exceed their goals.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68% - 51% of students meet or exceed their goals.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% - 16% of students meet or exceed their goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15% - 0% of students meet or exceed their goals.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Geometry	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Algebra 2	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The JSHS will utilize the average of the passing and mastery rates of the NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target.</p> <p>Note: Students in CCLS courses will take both the NYS Integrated Algebra Regents and the NYS Common Core Regents. The higher of the two scores will be used for evaluation purposes.</p> <p>All HEDI scores will be based on the school-wide results of the listed assessments. The HEDI rubric is attached at 3.13.</p>
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 69% of students meet or exceed their goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68% - 51% of students meet or exceed their goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% - 16% of students meet or exceed their goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15% - 0% of students meet or exceed their goals.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The JSHS will utilize the average of the passing and mastery rates of the NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target.</p> <p>Note: Students in CCLS courses will take both the NYS Integrated Algebra Regents and the NYS Common Core Regents. The higher of the two scores will be used for evaluation purposes.</p>
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All HEDI scores will be based on the school-wide results of the listed assessments. The HEDI rubric is attached at 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100% - 69% of students meet or exceed their goals.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68% - 51% of students meet or exceed their goals.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% - 16% of students meet or exceed their goals.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15% - 0% of students meet or exceed their goals.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education K-6	5) District/regional/BOCES-developed	WSWHEBOCES developed Physical Education K-6 Assessment
Physical Education 7-12	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Music K-6	5) District/regional/BOCES-developed	WSWHEBOCES developed Music K-6 assessment
Music 7-12	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Art K-6	5) District/regional/BOCES-developed	WSWHEBOCES developed Art K-6 assessment
Art 7-12	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Library K-6	6(ii) School wide measure computed locally	NYS State 3-6 Assessments in ELA
Business 9-12	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
LOTE 7-12	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.

Agriculture 7-12	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Technology 7-12	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Home and Careers	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
Health 8 and 11	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams.
K-2 ELA AIS	5) District/regional/BOCES–developed	WSWHEBOCES developed ELA K-2 assessment
K-2 Math AIS	5) District/regional/BOCES–developed	WSWHEBOCES developed Math K-2 assessment
3-6 ELA AIS	6(ii) School wide measure computed locally	NYS State 3-6 Assessments in ELA
3-6 Math AIS	6(ii) School wide measure computed locally	NYS State 3-6 Assessments in Math

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

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

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

Physical Education K-6, Music K-6, Art K-6, K-2 ELA AIS and K-2 Math AIS: WSWHE BOCES developed course specific post-assessments will be given. HEDI points will be assigned based on the percentage of students meeting or exceeding the achievement target. If 65% - 67% of our students meet the benchmark, our teachers will receive a score of "9". The HEDI rubric is attached at 3.13. The achievement targets will be established by the district.

K-6 Library and 3-6 ELA AIS: The HEDI rating will based on the average of State ELA assessment results for grades 4-6. HEDI points will be assigned based on the percentage of students meeting or exceeding the achievement target. If 40% of the students attain a score of 3 or 4 the teachers Achievement score would be a "13". The HEDI rubric is attached at 3.13. The achievement target will be established by the district.

3-6 Math AIS: The HEDI rating will based on the average of State Math assessment results for grades 4-6. HEDI points will be assigned based on the percentage of students meeting or

exceeding the achievement target. If 40% of the students attain a score of 3 or 4 the teachers Achievement score would be a "13". The HEDI rubric is attached at 3.13. The achievement target will be established by the district.

Physical Education 7-12, Music 7-12, Art 7-12, Business 9-12, LOTE 7-12, Agriculture 7-12, Technology 7-12, Home and Careers and Health 8 and 11: Will utilize the average of the passing and mastery rates of the NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target.

Note: Students in CCLS courses will take both the NYS Integrated Algebra Regents and the NYS Common Core Regents. The higher of the two scores will be used for evaluation purposes.

All HEDI scores will be based on the school-wide results of the listed assessments. The HEDI rubric is attached at 3.13.

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

Physical Education K-6, Music K-6, Art K-6, K-2 ELA AIS and K-2 Math AIS: 100% - 92% of students meet or exceed their goals.

K-6 Library, 3-6 ELA AIS and 3-6 Math AIS: 100% - 49% of students meet or exceed their goals.

Physical Education 7-12, Music 7-12, Art 7-12, Business 9-12, LOTE 7-12, Agriculture 7-12, Technology 7-12, Home and Careers and Health 8 and 11: 100% - 69% of students meet or exceed their goals.

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

Physical Education K-6, Music K-6, Art K-6, K-2 ELA AIS and K-2 Math AIS: 91% - 65% of students meet or exceed their goals.

K-6 Library, 3-6 ELA AIS and 3-6 Math AIS: 48% - 27% of students meet or exceed their goals.

Physical Education 7-12, Music 7-12, Art 7-12, Business 9-12, LOTE 7-12, Agriculture 7-12, Technology 7-12, Home and Careers and Health 8 and 11: 68% - 51% of students meet or exceed their goals.

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

Physical Education K-6, Music K-6, Art K-6, K-2 ELA AIS and K-2 Math AIS: 64% - 47% of students meet or exceed their goals.

K-6 Library, 3-6 ELA AIS and 3-6 Math AIS: 26% - 9% of students meet or exceed their goals.

Physical Education 7-12, Music 7-12, Art 7-12, Business 9-12, LOTE 7-12, Agriculture 7-12, Technology 7-12, Home and Careers and Health 8 and 11: 50% - 16% of students meet or exceed their goals.

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

Physical Education K-6, Music K-6, Art K-6, K-2 ELA AIS and K-2 Math AIS: 46% or less of students meet or exceed their

grade/subject.

goals.

K-6 Library, 3-6 ELA AIS and 3-6 Math AIS: 8% or less of students meet or exceed their goals.

Physical Education 7-12, Music 7-12, Art 7-12, Business 9-12, LOTE 7-12, Agriculture 7-12, Technology 7-12, Home and Careers and Health 8 and 11: 15% - 0% of students meet or exceed their goals.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/564877-y92vNseFa4/3-13 upload.docx

3.14) Locally Developed Controls

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

At this time the district does not have any adjustments, controls or other special considerations that will be used for setting targets for local measures.

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.

Teachers being evaluated with multiple measures will have their HEDI scores averaged, weighted proportionally based on the number of students in each 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, April 30, 2013

Updated Wednesday, May 28, 2014

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4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

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

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

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The district will evaluate teachers two times per year with one being unannounced. The district will utilize a classroom observation based on the elements of Domains 1, 2 and 3 of Danielson's Framework for Teaching (2007) rubric. Each of the observations will produce a numerical score between 1.0-4.0 points.

Teachers will additionally submit an evidence binder by the end of each school year. The evidence binder will also produce a score of 1.0-4.0 points and will be evaluated based upon the 4th domain of Danielson' Framework for Teaching rubric.

A 1.0-4.0 average will be created for each observation and for the review of the evidence binder for a total of three rubric averages. The district will average the two evaluations and the portfolio score (each weighted one-third) to compute an "Ave. Rubric Score" between 1.0 and 4.0 which will be applied to the "Local 60 Points Rubric Conversion" chart to determine the composite score (0-60).

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

assets/survey-uploads/12179/564878-eka9yMJ855/Local 60 Point Rubric Conversion_1.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	3.5-4.0
Effective: Overall performance and results meet NYS Teaching Standards.	2.75-3.49
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	2.0-2.74
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1.0-1.99

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	37-56
Ineffective	0-36

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Thursday, April 24, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

Highly Effective	59-60
Effective	57-58
Developing	37-56
Ineffective	0-36

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/564880-Df0w3Xx5v6/Greenwich Teacher Improvement Plan_1.doc

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:

- Only Tenured Teachers who receive an APPR rating of “ineffective” or “developing” may appeal their APPR. Only one appeal may be filed for each single APPR.
- Probationary Teachers may not file an appeal.
- An appeal must be filed in writing within 10 days of the receipt of the APPR.

An appeal of an APPR must be based on one or more of the following grounds:

- a. The substance of the APPR
- b. The District's failure to adhere to the standards and methodologies of the APPR;
- c. The District's failure to comply with the terms and conditions of the locally negotiated procedures.

- The written document must clearly identify the grounds for the appeal and shall explain, in detail, why the appealing Teacher believes the APPR should be modified or vacated.
- An appeal will be referred to the APPR Review Committee made up of two (2) teachers appointed by the Greenwich Teacher's Association and two (2) Administrators appointed by the Superintendent of Schools. The Committee will convene within ten (10) school days of the filing. The Committee will determine its own rules for the review and what documents or information will be presented.
- The committee will draw its conclusion regarding the filing within 10 business days of the filing of the appeal. Upon the conclusion of the review the committee shall vote to uphold the APPR, modify the APPR or vacate the APPR. If the committee unanimously agrees to one of the choices, the committee shall give written notice of its decision to the appealing teacher, the president of the Greenwich Teachers Association and the Superintendent of Schools. The Committee's decision shall be final.
- In the event that the committee is not unanimous in its decision on the appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal. The written statement, together with the full record of the appeal, shall be forwarded to the Superintendent of Schools, who shall have the final authority to resolve the appeal. The Superintendent's decision shall rendered within 10 school days and be final and non-grievable.

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

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

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on a yearly basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. The inter-reliability training will be conducted annually by the Washington-Saratoga-Warren-Hamilton-Essex BOCES Network Team. The BOCES training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators.

On an annual basis, training will be no less than six (6) hours. The training will address the 9 elements outlined in section 30-2.9(b) of the Commissioner's regulations.

The Superintendent will certify evaluators after successful completion of training.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

growth goals and school improvement goals, etc.

- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Friday, March 28, 2014

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

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

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

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

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

K-6
7-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
------------------------	----------------------------	------------------------

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

- Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).
- Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).
- Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).
- Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state 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.

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, June 17, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	NYS 3-6 Grade Math and ELA Assessments
K-6	(d) measures used by district for teacher evaluation	WSWHE BOCES developed tests in Math and ELA for grades K-2
7-12	(d) measures used by district for teacher evaluation	NYS Regents assessments in Integrated Algebra/CommonCore Algebra I, Comprehensive English, Global Studies, US History and Living Environment.

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the K-6 Principal: The HEDI rating for the locally selected measures for grades K-6 will be based on an weighted average of the HEDI ratings generated by: 1) the percentage of students passing (65+) the BOCES developed assessments in Grades K-2 in ELA and Math. For example 77%-79% of students earning a grade of 65+ would result in a 13 on the HEDI scale.</p> <p>Averaged with:</p> <p>2) The percentage of students attaining a 3 or 4 on State assessments in ELA and Math in grades 3-6. For example if 39%-40% of students earn a level 3 or 4 on the State assessments in ELA and Math would result in a 13 on the HEDI scale.</p> <p>The two HEDI Scores would be averaged to create a composite score of 0-20 points or 0-15 points when NYS State adopts a value add growth model. The HEDI Rubric is attached below.</p>
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For the 7-12 Principal:

The 7-12 Principal will utilize the average of the passing and mastery rates of the NYS Integrated Algebra/NYS Common Core Algebra Regents, the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target.

Note: Students in CCLS courses will take both the NYS Integrated Algebra Regents and the NYS Common Core Regents. The higher of the two scores will be used for evaluation purposes.

All HEDI scores will be based on the school-wide results of the listed assessments. When NYS adopts a value add growth measure the Principal provided with a 25 point growth score will be rated on the 15 point achievement scale. The HEDI rubric is attached below.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart at 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart at 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart at 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart at 8.1

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

(No response)

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

assets/survey-uploads/12190/564882-qBFVOWF7fC/8-1 upload_1.docx

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

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

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

attachment.

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

no local controls

8.4) Principals with More Than One Locally Selected Measure

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

not applicable

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, May 28, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	McRel Principal Evaluation System
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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 Locally selected measures will include a 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. Each element of the rubric will be rated 1.0-4.0 at the end of the school year based on the totality of the evidence gathered over multiple school visits. Each of the elements will be weighted equally to create a 1.0-4.0 average. The final 1.0-4.0 average will be applied to the conversion chart. The total number of points on the rubric will be equal to 0-60.

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

[assets/survey-uploads/12205/564883-pMADJ4gk6R/Principal Summary Evaluation Worksheet_1.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	59-60
Effective: Overall performance and results meet standards.	57-58
Developing: Overall performance and results need improvement in order to meet standards.	37-56
Ineffective: Overall performance and results do not meet standards.	0-36

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58

Developing	37-56
Ineffective	0-36

9.8) School Visits

Enter the minimum number of school visits that will be done by each of the following evaluators, making sure that the number of visits "by supervisor" is at least 1 and the total number of visits is at least 2, for both probationary and tenured principals. If your APPR plan does not include visits by a trained administrator or independent evaluator, enter 0 in those boxes.

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Thursday, February 20, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	37-56
Ineffective	0-36

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/564885-Df0w3Xx5v6/Principal Improvement Plan.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:

- Probationary principals may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary principals may not appeal the APPR
- A tenured principal who earns a rating of ineffective or developing rating may appeal his/her annual professional performance review and the school district's issuance and/or implementation of an improvement plan in accordance with the procedures and conditions set

forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. Tenured principals may submit written rebuttals for determinations of “Effective” and “Highly Effective” if desired, but may not appeal such a ratings.

- Tenured principals may only appeal the substance of the review, the District’s adherence to the standards and methodologies required for such review, adherence to Commissioner’s regulations, and/or the issuance and/or implementation of the terms of an improvement plan, in connection with “Ineffective” and “Developing” determinations.
- A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised in the initial appeal shall be deemed waived.
- The appeal must be submitted in writing to the Superintendent within fifteen (15) calendar days for the issuance of the APPR or implementation of Principal Improvement Plan and shall set forth the basis of the appeal. The Superintendent will have ten (10) days from the receipt of the appeal to convene an Appeal Hearing, facilitated by a single Hearing Officer. The Hearing Officer will be a Superintendent from a neighboring district to be chosen by Greenwich Administrator’s Association. The Hearing Officer can uphold or deny the appeal. A written determination will be rendered within fifteen (15) school days from the hearing officer's appointment. The determination of the appeal pursuant to the above process is final and binding. Only the failure of the District or Association to abide by the above agreed upon process is subject to the grievance procedure.
- Burden of Proof – The burden of proof to establish rational basis for the appeal rests with the principal.

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

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

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on a yearly basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. The inter-reliability training will be conducted annually by the Washington-Saratoga-Warren-Hamilton-Essex BOCES Network Team. The BOCES training will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators.

On an annual basis, training will be no less than six (6) hours. The training will address the 9 elements outlined in section 30-2.9(b) of the Commissioner's regulations.

The Superintendent will certify evaluators after the successful completion of the training.

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 Wednesday, April 23, 2014

Updated Tuesday, June 17, 2014

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12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/1240353-3Uqgn5g9Iu/DISTRICT CERTIFICATION FORM - GREENWICH_6.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

Process of assigning HEDI categories for Growth

20 Point HEDI Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100 - 98	97 - 95	94 - 92	91 - 89	88 - 86	85 - 83	82 - 80	79 - 77	76 - 74	73 - 71	70 - 68	67 - 65	64 - 62	61 - 59	58 - 56	55 - 53	52 - 50	49 - 47	46 - 44	43 - 41	40 - 0

25 Point HEDI Scale to 20 Point Conversion – Based of State Score

20 pt. conversion

Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	16

	18	16
	17	15
	16	15
	15	14
	14	13
	13	12
	12	11
	11	10
	10	9
Developing	9	8
	8	8
	7	7
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

Teacher Achievement HEDI Scales Grades 4-8

The HEDI rating will be based on the average of State ELA assessment results for grades 4-6. If 40% of the students attain a score of 3 or 4 the teachers Achievement score would be a "13". When NYS adopts a value add growth measure all teachers provided with a 25 point growth score will be rated on the 15 point achievement scale.

20 Point HEDI Scale for State assessments in ELA and Math for Grades 4-6

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-53	52-51	50-49	48-47	46-45	44-43	42-41	40-39	38-37	36-33	32-30	29-27	26-24	23-21	20-18	17-15	14-12	11-9	8-6	5-3	2-0

15 Point HEDI Scale for State assessments in ELA and Math for Grades 4-6

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-52	51-49	48-45	44-41	40-37	36-34	33-31	30-27	26-23	22-19	18-15	14-12	11-9	8-6	5-3	2-0

The process of assigning HEDI categories for ACHIEVEMENT to teachers in grades 7 and 8

Recognizing that team performance is the hallmark of a strong school system the Greenwich Junior-Senior High School will be using the following scoring methodology to assign building achievement scores to the individual teachers for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system.

The building target will be based on the percent of students reaching proficiency (65+) averaged with the percent of students reaching mastery (85+). The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target.

All teachers with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale.

The JSHS will utilize the average of the passing and mastery rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target.

All HEDI scores will be based on the school-wide results of the listed assessments.

20 Point HEDI Scale for grades 7-8

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	<u>18</u>	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-73	72-71	70-69	68-67	66-65	64-63	62-61	60-59	58-57	56-55	54-53	52-51	50-45	44-38	37-33	32-27	26-22	21-16	15-11	10-5	4-0

15 Point HEDI Scale grades 7-8

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	<u>14</u>	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-73	72-69	68-66	65-63	62-61	60-57	56-54	53-51	50-44	43-37	36-30	29-23	22-16	15-11	10-5	4-0

Teacher Achievement HEDI Scales for All Courses Not Using a School-wide Measure

A regionally developed course specific post-assessment will be given. If 65-67% of our students meet the benchmark, our teachers will be effective. If 77%-79% of the students meet or exceed the achievement target the teachers' Achievement score would be a "13".

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100 - 98	97 - 95	94 - 92	91 - 89	88 - 86	85 - 83	82 - 80	79 - 77	76 - 74	73 - 71	70 - 68	67 - 65	64 - 62	61 - 59	58 - 56	55 - 53	52 - 50	49 - 47	46 - 44	43 - 41	40 - 0

Teacher Achievement HEDI Scales for courses using a school-wide measure based on NYS grades 3-6 ELA and Math Assessments

The HEDI rating will be based on the average of State ELA and Math assessment results for grade 3-6. If 29-27% of our students meet the benchmark, our teachers will be effective. If 40% of the students attain a score of 3 or 4 the teachers' Achievement score would be a "13".

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-53	52-51	50-49	48-47	46-45	44-43	42-41	40-39	38-37	36-33	32-30	29-27	26-24	23-21	20-18	17-15	14-12	11-9	8-6	5-3	2-0

Teacher Achievement HEDI Scales Grades 7-12

Recognizing that team performance is the hallmark of a strong school system the Greenwich Junior-Senior High School will be using the following scoring methodology to assign building achievement scores to the individual teachers for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system.

The building target will be based on the percent of students reaching proficiency (65+) averaged with the percent of students reaching mastery (85+). If 52-51% of our students meet the benchmark, our teachers will be effective. If 59%-60% of the students meet the benchmark the teachers' Achievement score would be a "13".

The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale. The points will be assigned based on the percentage of students achieving the target.

The JSHS will utilize the average of the passing and mastery rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. The points will be assigned based on the percentage of students achieving the target.

All HEDI scores will be based on the school-wide results of the listed assessments.

20 Point HEDI Scale for Grades 7-12

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	<u>18</u>	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-73	72-71	70-69	68-67	66-65	64-63	62-61	60-59	58-57	56-55	54-53	52-51	50-45	44-38	37-33	32-27	26-22	21-16	15-11	10-5	4-0

Local 60 Points Rubric Conversion

Avg. Rubric Score*	Points	Avg. Rubric Score*	Points
3.75 - 4.00	60	1.80 - 1.81	30
3.50 - 3.74	59	1.77 - 1.79	29
3.25 - 3.49	58	1.74 - 1.76	28
2.75 - 3.24	57	1.71 - 1.73	27
2.71 - 2.74	56	1.68 - 1.70	26
2.66 - 2.70	55	1.65 - 1.67	25
2.61 - 2.65	54	1.62 - 1.64	24
2.56 - 2.60	53	1.59 - 1.61	23
2.51 - 2.55	52	1.56 - 1.58	22
2.46 - 2.50	51	1.53 - 1.55	21
2.41 - 2.45	50	1.50 - 1.52	20
2.37 - 2.40	49	1.47 - 1.49	19
2.33 - 2.36	48	1.44 - 1.46	18
2.30 - 2.32	47	1.41 - 1.43	17
2.27 - 2.29	46	1.37 - 1.40	16
2.24 - 2.26	45	1.34 - 1.36	15
2.21 - 2.23	44	1.31 - 1.33	14
2.18 - 2.20	43	1.28 - 1.30	13
2.15 - 2.17	42	1.25 - 1.27	12
2.12 - 2.14	41	1.22 - 1.24	11
2.09 - 2.11	40	1.19 - 1.21	10
2.06 - 2.08	39	1.17 - 1.18	9
2.03 - 2.05	38	1.15 - 1.16	8
2.00 - 2.02	37	1.13 - 1.14	7
1.97 - 1.99	36	1.11 - 1.12	6
1.94 - 1.96	35	1.09 - 1.10	5
1.91 - 1.93	34	1.07 - 1.08	4
1.88 - 1.90	33	1.05 - 1.06	3
1.85 - 1.87	32	1.03 - 1.04	2
1.82 - 1.84	31	1.01 - 1.02	1
		1.00	0

Greenwich Teacher Improvement Plan

A **Teacher Improvement Plan (TIP)** is intended to help educators improve professionally. It is not intended to be used as a disciplinary tool or to gather evidence to terminate an educator.

A TIP is to be developed in collaboration with the educator and an administrator. At the request of the educator, a union representative may participate at the initial meeting and/or at any juncture in the process. The development of the TIP should be a professional, constructive conversation identifying solutions to problems and resources to help the educator.

In those cases where the need for performance improvement has been identified through the evaluation process or the regular **Annual Professional Performance Review** process, an improvement plan will be designed to address performance concerns. Use either the **Teacher Improvement Plan Form** or the **Teacher Improvement Plan Chart** to complete the improvement plan.

The administrator will convene a conference with the educator at a mutually agreeable time to discuss the targeted performance area and to formulate a plan with specific recommendations to assist in improvement. A union representative may be used to assist in developing the plan. The educator and the administrator will jointly reflect on the area of growth and collaboratively develop a written plan. The TIP must be implemented within ten (10) days of the start of the school year.

The signatures of the educator and the administrator are required on the plan.

The TIP shall involve a period of at least sixty (60) days from the date of the conference. Any plan that extends past two semesters must be reviewed for extension, modifications, and/or termination of the plan. The Greenwich APPR criteria (Danielson, 2007) will be used to assess successful plan completion.

No provision of this process shall limit the rights of an individual under applicable state or federal laws, or other provisions of the GTA contract, nor limit or reduce powers and duties of the District Superintendent and the Board of Education.

Tiered TIP Plans (APPR)

TIP Tier I -Teacher receiving **effective or highly effective** on the formal observation component but identified as **Developing or Ineffective** on their composite score based on test scores on the local and or state assessment.

TIP Tier 1 Intervention

The Teacher and Principal/Supervising Administrator will collaborate on timelines and necessary supports to improve student performance on state and local assessments. This intervention should include PD support around the identified area of need such as an analysis of state and local assessment to identify the specific area of achievement. Teacher will present an action plan to address the identified area of need using the common core standards and skills associated with them.

TIP Tier 2 -Teacher identified as **Developing** on the formal observation component with a composite rating of **Developing** (between 65-74).

TIP Tier 2 Intervention

This intervention plan would include PD supports around NYS Teaching Standard(s). Additional observations may be conducted on a case by case basis. Informal observations, with a focus on

the identified deficient NYS Teaching Standard(s) will be conducted no less than once a quarter with written feedback provided. Teachers in this tier may be required to submit weekly lesson plans, around the deficit NYS Teaching Standard(s), and feedback will be provided as identified in the individual TIP plan.

TIP Tier 3 -Teacher identified as **Developing or Ineffective** from their formal observation with a composite rating of **Ineffective** (64 or below)

TIP Tier 3 Intervention

This intervention plan would include PD supports around NYS Teaching Standard(s). The Teacher and Principal/ Supervising Administrator will collaborate on time lines and necessary supports to improve student performance on state and local assessments. Additional formal observations will be conducted as delineated in the individual teacher's TIP plan. Informal observations, with a focus on the identified deficient NYS Teaching Standard(s) will be conducted at least once a month with written feedback provided to the teacher. Teachers in this tier will be required to submit weekly lesson plans and feedback will be provided as identified in the individual TIP plan. Daily plans must be available within the classroom at all times for review.

TIP Checklist

A TIP must include the following:

- Area(s) of needed improvement Identified by APPR process
- Strategies and actions the teacher will implement to address areas identified in need of improvement
- Strategies, actions and resources the district will make available to the teacher
- Timeline of meetings between teacher and supervisor to monitor progress in area(s) identified in need of improvement
- Evidence to demonstrate satisfactory completion of TIP, and document progress in the area of needed improvement

A TIP may include but is not limited to the following:

- Identification of multiple resources to help the educator including but not limited to mentors, the District's Professional Development Plan, the Teacher Center, BOCES, Higher Ed, personal counselors, the Employee Assistance Program, medical referrals, etc.
- Release time for courses, workshops, observations, mentoring that may occur on school time.
- Outline of any staff development required to assist the educator in the improvement of designated area of concern.
- Modeling of desired practices by an administrator, outside specialist, master teacher, mentor, and/or a National Board Certified Teacher.

Teacher Improvement Plan Form Exemplars

Specific objectives for improvement (goals)

- Smart Goals
- Set performance goals on benchmark assessments in targeted performance area

Strategies and resources needed to meet goal

- Designation of mentor teacher
- Targeted professional development
- Weekly meetings with Principal or designated peer coach

Evidence to demonstrate satisfactory completion of TIP and criteria for the measurement of progress.

- Improved benchmark performance
- Successful creation and observation of lessons targeted area of performance

Teacher Improvement Plan Chart

Area to be Improved	Objectives for Improvement (Goals)	Strategies and Resources Needed to Meet Goal(s)	Plan Evaluation Timeline	Improvement Measurement Criteria

I have read this report and understand that a copy will be placed in my official personnel file.

Teacher's Signature: _____ Date: _____ Administrator's Signature: _____ Date: _____

School: _____

K-6 Principal Achievement HEDI Scales

Principal Achievement HEDI Scales Grades K-2 in ELA and Math

Regionally developed ELA and Math post-assessments will be given. If 77%-79% of the students meet or exceed the achievement target the Principals' Achievement score would be a "13".

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98	97-95	94-92	91-89	88-86	85-83	82-80	79-77	76-74	73-71	70-68	67-65	64-62	61-59	58-56	55-53	52-50	49-47	46-44	43-41	40-0

When NYS adopts a value add growth measure all Principals provided with a 25 point growth score will be rated on the 15 point achievement scale. A regionally developed ELA and Math post-assessment will be given. If 77%-73% of the students meet or exceed the achievement target the Principals' Achievement score would be a "10".

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-92	91-87	86-82	81-78	77-73	72-69	68-65	64-62	61-58	57-54	53-51	50-47	46-44	43-41	40-0

Principal Achievement HEDI Scales for Grades 3-6 in ELA and Math

The HEDI rating will be based on the average of State ELA and Math assessment results for grades 4-6. If 40% of the students meet or exceed the achievement target the Principal's Achievement score would be a "13".

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-53	52-51	50-49	48-47	46-45	44-43	42-41	40-39	38-37	36-33	32-30	29-27	26-24	23-21	20-18	17-15	14-12	11-9	8-6	5-3	2-0

15 Point HEDI Scale for State assessments in ELA and Math 3-6

When NYS adopts a value add growth measure all Principals provided with a 25 point growth score will be rated on the 15 point achievement scale. If 40% of the students meet or exceed the achievement target the Principal's Achievement score would be an "11".

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-52	51-49	48-45	44-41	40-37	36-34	33-31	30-27	26-23	22-19	18-15	14-12	11-9	8-6	5-3	2-0

The HEDI rating for the locally selected measures for grades K-6 will be based on a weighted average of the HEDI ratings generated by:
 1) the percentage of students passing (65+) the BOCES developed assessments in Grades K-2 in ELA and Math. For example 77%-79% of students earning a grade of 65+ would result in a 13 on the HEDI scale.

Averaged with:

2) The percentage of students attaining a 3 or 4 on State assessments in ELA and Math in grades 3-6. For example if 39%-40% of students earn a level 3 or 4 on the State assessments in ELA and Math would result in a 13 on the HEDI scale and would be rated "effective".

The two HEDI Scores would be averaged to create a composite score of 0-20 points or 0-15 points when NYS State adopts a value add growth model.

7-12 Principal Achievement HEDI Scales

Recognizing that team performance is the hallmark of a strong school system the Greenwich Junior-Senior High School will be using the following scoring methodology to assign building achievement scores to the 7-12 Principal for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system.

The building target will be based on the percent of students reaching proficiency (65+) averaged with the percent of students reaching mastery (85+). The points awarded to Principals for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale and would be rated "highly effective". The points will be assigned based on the percentage of students achieving the target.

The 7-12 Principal with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale.

The 7-12 Principal will utilize the average of the passing and mastery rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English

Regents Exams. These will be averaged for the last four school years to set the baseline. The points will be assigned based on the percentage of students achieving the target.

All HEDI scores will be based on the school-wide results of the listed assessments.

20 Point HEDI Scale for grades 7-8

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	<u>18</u>	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-73	72-71	70-69	68-67	66-65	64-63	62-61	60-59	58-57	56-55	54-53	52-51	50-45	44-38	37-33	32-27	26-22	21-16	15-11	10-5	4-0

15 Point HEDI Scale grades 7-8

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	<u>14</u>	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-73	72-69	68-66	65-63	62-61	60-57	56-54	53-51	50-44	43-37	36-30	29-23	22-16	15-11	10-5	4-0

Principal Summary Evaluation Worksheet

	AFFIRMATION	COMMUNICATION	CULTURE	INPUT	RELATIONSHIPS	SITUATIONAL AWARENESS	VISIBILITY	CHANGE AGENT	FLEXIBILITY	IDEALS AND BELIEFS	INTELLECTUAL STIMULATION	KNOWLEDGE OF CURRICULUM, INSTRUCTION, AND ASSESSMENT	MONITOR AND EVALUATE	OPTIMIZE	CONTINGENT REWARDS	DISCIPLINE	FOCUS	INVOLVEMENT IN CURRICULUM, INSTRUCTION, AND ASSESSMENT	ORDER	OUTREACH	RESOURCES	TOTAL
	PURPOSEFUL COMMUNITY							MANAGING CHANGE							FOCUS OF LEADERSHIP							
Highly Effective – 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective – 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing -2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ineffective -1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Total of each row _____ divide by 21 = _____ Average Rubric Score																					

Each checked box represents a level of competency in each of the McRel performance areas and has a value from 1-4. Combine each row's total value and divide by 21 to compute an "Ave. Rubric score" (1-4). Use the "Local 60 Points Rubric Conversion" chart to compute the "Points" to be used for "Other Measures of Effectiveness" (0-60 points).

Local 60 Points Rubric Conversion

Avg. Rubric Score*	Points	Avg. Rubric Score*	Points
3.75 - 4.00	60	1.80 - 1.81	30
3.50 - 3.74	59	1.77 - 1.79	29
3.25 - 3.49	58	1.74 - 1.76	28
2.75 - 3.24	57	1.71 - 1.73	27
2.71 - 2.74	56	1.68 - 1.70	26
2.66 - 2.70	55	1.65 - 1.67	25
2.61 - 2.65	54	1.62 - 1.64	24
2.56 - 2.60	53	1.59 - 1.61	23
2.51 - 2.55	52	1.56 - 1.58	22
2.46 - 2.50	51	1.53 - 1.55	21
2.41 - 2.45	50	1.50 - 1.52	20
2.37 - 2.40	49	1.47 - 1.49	19
2.33 - 2.36	48	1.44 - 1.46	18
2.30 - 2.32	47	1.41 - 1.43	17
2.27 - 2.29	46	1.37 - 1.40	16
2.24 - 2.26	45	1.34 - 1.36	15
2.21 - 2.23	44	1.31 - 1.33	14
2.18 - 2.20	43	1.28 - 1.30	13
2.15 - 2.17	42	1.25 - 1.27	12
2.12 - 2.14	41	1.22 - 1.24	11
2.09 - 2.11	40	1.19 - 1.21	10
2.06 - 2.08	39	1.17 - 1.18	9
2.03 - 2.05	38	1.15 - 1.16	8
2.00 - 2.02	37	1.13 - 1.14	7
1.97 - 1.99	36	1.11 - 1.12	6
1.94 - 1.96	35	1.09 - 1.10	5
1.91 - 1.93	34	1.07 - 1.08	4
1.88 - 1.90	33	1.05 - 1.06	3
1.85 - 1.87	32	1.03 - 1.04	2
1.82 - 1.84	31	1.01 - 1.02	1
		1.00	0

Principal Improvement Guideline:

1. For any Principal whose performance, based on overall composite effectiveness score, is evaluated as developing or ineffective based upon evidence clearly documented in the Annual Professional Performance Review (APPR), a Principal Improvement Plan (PIP) will be developed between the Superintendent and the Principal. The PIP shall be provided as soon as practicable, but in no case later than ten days after the first Day of the school year. The PIP shall be developed in consultation with the Principal, and union representation shall be afforded at the Principal's request.
2. The Parties understand and agree that the sole and exclusive purpose of a PIP is the improvement of leadership practice and that the issuance of a PIP is not a disciplinary action. The PIP shall address areas identified as in need of improvement. Supportive interventions may include but are not limited to observation, assignment of a peer mentor and in-service courses relevant to the areas of weakness. A peer mentor, if assigned, will maintain a confidential relationship with the Principal involved in the PIP. The District will support, to the extent possible, the costs associated with the implementation of the PIP. If agreed upon, a third person or persons may become part of the PIP.
3. The PIP will become the Principal's plan for that school year. The Superintendent and Principal shall establish a schedule of meetings to periodically monitor progress in the areas in need of improvement.
4. A Principal who believes that the terms of a PIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of a PIP, may seek relief through the APPR appeals process.

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Matthews E. Lounell 6/17/14

Teachers Union President Signature: Date:

R. Sale 6/17/14

Administrative Union President Signature: Date:

[Signature] 6/17/14

Board of Education President Signature: Date:

[Signature] 6/17/14