



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

Commissioner of Education  
President of the University of the State of New York  
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January 9, 2013

Susan Johnson, Interim Superintendent  
Hempstead Union Free School District  
185 Peninsula Boulevard  
Hempstead, NY 11550

Dear Superintendent Johnson:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Thomas Rogers

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

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

# Annual Professional Performance Reviews: 2012-13

Created Wednesday, July 18, 2012  
Updated Monday, January 07, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 280201030000

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

*280201030000*

#### 1.2) School District Name: HEMPSTEAD UFSD

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

*HEMPSTEAD UFSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*(No response)*

#### 1.4) Award Classification

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

- 
- Systemic Supports for District and School Turnaround (NYSED)
-

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, September 26, 2012

Updated Wednesday, January 09, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See HEDI scale at 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See HEDI scale at 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See HEDI scale at 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See HEDI scale at 2.11

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade K math assessment
1	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade 1 math assessment
2	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed grade 2 math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See HEDI scale 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See HEDI scale 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See HEDI scale 2.11

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

See HEDI scale 2.11

## 2.4) Grades 6-8 Science

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

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

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

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

Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)

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

See HEDI scale 2.11

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

See HEDI scale 2.11

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

See HEDI scale 2.11

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

See HEDI scale 2.11

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	
7	District, regional or BOCES-developed assessment	Hempstead UFSD-developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Hempstead UFSD-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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI scale 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI scale 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI scale 2.11

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Hempstead UFSD-developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI scale 2.11

Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI scale 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI scale 2.11

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI scale 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI scale 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI scale 2.11

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI scale 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI scale 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI scale 2.11

## 2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Hempstead UFSD-developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Hempstead UFSD-developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	English Language Arts Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI scale 2.11

Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI scale 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI scale 2.11

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Reading, Academic Intervention Services, Response to Intervention	District, Regional or BOCES-developed	Hempstead UFSD-developed reading grade specific assessment
Library Media	District, Regional or BOCES-developed	Hempstead UFSD-developed K-12 library media assessment
Resource Room	State Assessment	NYS ELA and NYS Math grade specific assessment
Speech	District, Regional or BOCES-developed	Hempstead UFSD-developed K-12 speech assessment
ESL	State Assessment	NYSESLAT
Music	District, Regional or BOCES-developed	Hempstead UFSD-developed k-12 music assessment
Art	District, Regional or BOCES-developed	Hempstead UFSD-developed k-12 art assessment
Physical Education	District, Regional or BOCES-developed	Hempstead UFSD-developed K-12 physical education assessment
All Other Secondary ELA Courses	District, Regional or BOCES-developed	Hempstead UFSD-developed grade and subject specific ELA assessment
All Other Secondary Math Courses	District, Regional or BOCES-developed	Hempstead UFSD-developed math grade specific assessment
All Other Secondary Social Studies Courses	District, Regional or BOCES-developed	Hempstead UFSD-developed grade specific social studies assessment
All Other Secondary Science Courses	District, Regional or BOCES-developed	Hempstead UFSD-developed grade specific science assessment
Languages other than English	District, Regional or BOCES-developed	Hempstead UFSD-developed LOTE level specific assessment
Secondary Business Elective	District, Regional or BOCES-developed	Hempstead UFSD-developed grade specific business assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 2.11)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See HEDI scale 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See HEDI scale 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See HEDI scale 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See HEDI scale 2.11

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/182248-TXEttx9bQW/HEDICConversionSLOGrowthMeasure\_3.doc*

## 2.12) Locally Developed Controls

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

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

*The district will not adopt any controls for the growth on state assessments or comparable measures for teachers.*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	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 Wednesday, July 18, 2012

Updated Wednesday, January 09, 2013

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

8	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
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For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-15 HEDI score will be determined. See HEDI scale at 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3

### 3.2) Grades 4-8 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-15 HEDI score will be determined. See HEDI table at 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 3.3

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/153266-rhJdBgDruP/HEDIconversionLocalSelectedValueAddedTeachers\\_1.doc](assets/survey-uploads/5139/153266-rhJdBgDruP/HEDIconversionLocalSelectedValueAddedTeachers_1.doc)

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

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

be determined locally

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grade)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grade)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grade)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	See HEDI scale 3.13.

for grade/subject.

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

See HEDI scale 3.13.

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

See HEDI scale 3.13.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)

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

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

See HEDI scale 3.13

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

See HEDI scale 3.13

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

See HEDI scale 3.13

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

See HEDI scale 3.13

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

See HEDI scale 3.13

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	
7	5) District, regional, or BOCES–developed assessments	Hempstead UFSD-developed grade 7 social studies assessment
8	5) District, regional, or BOCES–developed assessments	Hempstead UFSD-developed grade 8 social studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers will have their 20 point local measure HEDI score based on the total percentage of students who receive a 65% or above on the Hempstead UFSD-developed assessment. A corresponding 0-20 HEDI score will be determined using the upload attachment in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	Hempstead UFSD-developed Global 1 assessment
Global 2	5) District, regional, or BOCES-developed assessments	Hempstead UFSD-developed Global 2 assessment
American History	5) District, regional, or BOCES-developed assessments	Hempstead UFSD-developed American History assessment

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.	All teachers will have their 20 point local measure HEDI score based on the total percentage of students who receive a 65% or above on the Hempstead UFSD-developed assessment. A corresponding 0-20 HEDI score will be determined using the upload attachment in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES-developed assessments	Nassau BOCES regional-developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES-developed assessments	Nassau BOCES regional-developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES-developed assessments	Nassau BOCES regional-developed Chemistry Assessment
Physics	5) District, regional, or BOCES-developed assessments	Nassau BOCES regional-developed Physics Assessment

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.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 3.13
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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.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Geometry	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
Algebra 2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
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### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 10 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
Grade 11 ELA	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

### 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
Reading, Academic Intervention, Response to Intervention	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Non Regents ELA	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Non Regents Math	4) State-approved 3rd party	Measures of Academic Progress (math)
Non Regents Social Studies	5) District/regional/BOCES–developed	Hempstead UFSD-developed grade and subject specific assessment
Non Regents Science	5) District/regional/BOCES–developed	Hempstead UFSD-developed grade and subject specific assessment
Art	5) District/regional/BOCES–developed	Hempstead UFSD-developed K-12 grade and subject specific assessment
Music	5) District/regional/BOCES–developed	Hempstead UFSD-developed K-12 grade and subject specific assessment
Foreign Language	5) District/regional/BOCES–developed	Hempstead UFSD-developed K-12 grade and subject specific assessment
Physical Education	5) District/regional/BOCES–developed	Hempstead UFSD-developed K-12 grade specific physical education assessment
Business Electives	5) District/regional/BOCES–developed	Hempstead UFSD-developed 9-12 grade and subject specific assessment

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.	Teachers and Principals will collaborate to set class-wide student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale 3.13

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/153266-y92vNseFa4/HEDIconversionLocalGrowthMeasure\_2.doc*

### 3.14) Locally Developed Controls

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

*(No response)*

### 3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

*All identified assessments results will be averaged to create a single measure of achievement.*

### 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 Wednesday, July 18, 2012

Updated Wednesday, January 09, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*NYSUT Teacher Practice Rubric*

*Not Applicable*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	36
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	24

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*Observations using the NYSUT Rubric will determine the HEDI of 0-36. A second measure will include a review of teacher portfolio of artifacts as evidence of teacher practice based on Standards 6 and 7. This second measure will consist of a 0-24 HEDI rating. We understand that the teacher's overall composite score will be rounded to the nearest whole number.*

*Annually teachers will have one Announced Observation, one Unannounced Observation, and one Summative Conference. The Announced Observation(s) will assess teacher performance on Teaching Standards 1 - 7. The Unannounced Observation will assess teacher performance in Teaching Standards 3-7. The Summative Conference will assess teacher performance in Teaching Standards 1-7.*

*Points Distribution (60 points):*

*For each component on the rubric: a Highly Effective rating = 4 points; an Effective rating = 3 points; a Developing rating = 2 points; an Ineffective rating = 1 point.*

*The total number of scores for each component, assigned throughout the observation process [announced observation(s), unannounced observation, and summative conference], will be averaged together, resulting in a mean score for the observations and the artifacts. The mean score for the observations will be multiplied by .6 (36/60=.6) and the mean score for the artifacts will be multiplied by .4 (24/60) and the sum of these two scores (products) is the average rubric score for the 60 point other measures; and this average rubric score will be converted to a composite score using the attached chart in 4.5.*

*The mean score from each component will be averaged, resulting in a final Teaching Standard score.*

*The mean score from each of the 7 Teaching Standards will be averaged, resulting in a final average score.*

*The final average score is then converted into a score (0-60) according to the 60 Point Scoring Chart (attached).*

*The final average score will determine the overall rating of effectiveness.*

*A final average score of 3.5-4.0 would result in an overall rating of Highly Effective. A final average score of 2.5-3.4 would result in an overall rating of Effective. A final average score of 1.5-2.4 would result in an overall rating of Developing. A final average score of 1.0-1.4 would result in an overall rating of Ineffective.*

*The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.*

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

[assets/survey-uploads/5091/153270-eka9yMJ855/RubricTeacherConversionChart60%OtherMeasures\\_1.pdf](assets/survey-uploads/5091/153270-eka9yMJ855/RubricTeacherConversionChart60%OtherMeasures_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.	Teachers who receive a Final Average Score ranging from 3.5 - 4.0 will receive 59-60 points and will be deemed Highly Effective, indicating that their overall performance exceeds the NYS Teaching Standards. (see attachment for Points Distribution Chart)
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who receive Final Average Score ranging from 2.5 - 3.4 will receive 57-58 points and will be deemed Effective, indicating that their overall performance meets the NYS Teaching Standards. (see attachment for Points Distribution Chart)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who receive a Final Average Score ranging from 1.5 - 2.4 will receive 50-56 points and will be deemed Developing, indicating that their overall performance does not yet meet the NYS Teaching Standards. (see attachment for Points Distribution Chart)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who receive a Final Average Score ranging from 1.0 - 1.4 will receive 0-49 points and will be deemed Ineffective, indicating that their overall performance does not meet the NYS Teaching Standards. (see attachment for Points Distribution Chart)

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	2
4.7) Observations of Tenured Teachers   Informal/Short	1
4.7) Observations of Tenured Teachers   Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Wednesday, July 18, 2012  
Updated Monday, January 07, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

## 6. Additional Requirements - Teachers

Created Wednesday, July 18, 2012  
Updated Monday, January 07, 2013

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### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/153277-Df0w3Xx5v6/Teachers improvement plan form TIP 2012 2013.doc](assets/survey-uploads/5265/153277-Df0w3Xx5v6/Teachers%20improvement%20plan%20form%20TIP%202012%202013.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:

1. A tenured teacher who receives an overall rating of ineffective may appeal his/her APPR.
2. Within 10 school days after receipt of the written composite APPR the teacher may file an appeal with the Superintendent of Schools or his/her designee pursuant to the procedures set forth in this section
3. Appeals must be in writing and will be limited to:

- a. the substance of the APPR
  - b. the districts adherence to the standards and methodologies required for this type of review pursuant to Section 3012-c of Ed law
  - c. the districts adherence to the Regulations of the Commissioner of Education and compliance with any applicable locally negotiated procedure; and/or
  - d. the districts issuance and/or implementation of the terms of the improvement plan
4. A written appeal must include the following:
- a. teachers name, school building assignment and position
  - b. the name of his/her immediate supervisor
  - c. the name of his/her evaluator
  - d. the date the original summative evaluation was received by the teacher;
  - e. the applicable evaluation period
  - f. a signed copy of the APPR being appealed
  - g. a detailed written description of the specific areas of disagreement over his/her performance review and any documents or materials relevant to the appeal; and
  - h. the exact grounds upon which the appeal is based as specified in paragraphs 3 a-d above
5. Failure to articulate a particular basis in the written appeal will be deemed a waiver of that basis
6. Within 10 school days after receiving the written appeal, the Superintendent of Schools or his/her designee will either review the appeal and issue a written decision or assign a supervisor or administrator, other than the evaluator who issued the APPR being appealed, to review the appeal and issue a written decision. the written decision will be provided to the teacher.
7. Within 10 school days, after receiving the written response from the Superintendent or his/her designee, a tenured teacher who appealed an ineffective rating may elect in writing to have his/her appeal reviewed by a member of the panel of outside experts (panel members). In order to have his/her appeal heard by a panel member the teacher will file a written appeal with the Superintendent or his/her designee, who will forward the appeal to the first panelist, on a rotating basis, within 7 school days. The HCTA and the district will agree upon a mutually acceptable list of experts to be included on the panel.
8. The panelist will be selected to handle an appeal from this list on a rotating basis. If a panel member is unavailable to handle a particular appeal, the next listed panel member will be selected. The cost for the services of the panel member will be borne equally by the district and the HCTA.
9. Within 10 school days after receiving the written appeal, the panel member will complete his/her review of the appeal will issue a written recommendation. Within this 10 school day period, the panel member, at his/her discretion, may request a meeting with the district and the teacher in order to clarify issues related to the appeal. The teacher may request union representation during any meeting with the panel member. The panel member's review is limited to the original written appeal, the superintendent or his/her designee's initial determination supporting papers submitted by the teacher and a response to the appeal by the teacher evaluator. If the panel member recommends a modification to the teacher's overall ineffective rating he/she must provide the basis upon which the recommendation was made.
10. Within 7 school days after receiving the panel member's recommendation, a tenured teacher who appealed an ineffective rating may file a written appeal to the Superintendent of Schools.
11. Within 10 school days after receiving the written appeal the Superintendent of Schools or his/her designee will consider the written recommendation of the panel member and will issue a final written decision. The Superintendent of Schools may not designate the evaluator or the same designee who handled any portion of the appeal process. The written decision of the Superintendent of Schools or his/her designee will be final and binding on all parties and will not be grievable, arbitrable or reviewable by a third party in any other form.
12. The failure to file an appeal within the time limits specified above will be deemed a waiver of the right to appeal.
13. The time limits specified in this appeal procedure may be extended in writing by mutual agreement of the district and the HCTA only but may not be extended beyond 60 days.
14. the parties acknowledge that nothing herein shall prevent the teacher or the district from offering into evidence the written review recommendation of an outside expert appointed pursuant to this subdivision in the context of a 3020-a discharge proceeding based on a pattern of ineffective teaching or performance or pedagogical incompetence.

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

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

*The district will send each lead evaluator and evaluator to a week-long training on the NYSUT teacher practice rubric through our local BOCES or through a NYSUT sponsored session. This weeklong training ensures inter-rater reliability as all trainees are assessed on a daily basis on a series of teacher instructional videos that must be coded based on the rubric. Each trainee, submits a daily observation to the lead facilitators. The final assessment is rated and scores are sent to the district. The Superintendent of Schools, will receive all calibration results and will certify the lead evaluators and evaluators. Each person will be BOE approved and mandated to re-certify annually.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 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 Wednesday, July 18, 2012  
Updated Tuesday, January 08, 2013

## Page 1

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

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

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

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

1-5
3-5
6-8
9-11
10-12
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Grade K	District, regional, or BOCES-developed	Hempstead UFSD-developed grade k ELA and Math Assessment
Grade 1-3	District, regional, or BOCES-developed	Hempstead UFSD-developed grade 1-3 ELA and Math Assessment
Grade 1-3	State assessment	NYS ELA and NYS Math Grade 3 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.

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.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. (See HEDI scale at 7.3)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See HEDI scale at 7.3
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See HEDI scale at 7.3
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See HEDI scale at 7.3
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See HEDI scale at 7.3

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

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Wednesday, July 18, 2012

Updated Wednesday, January 09, 2013

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
1-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grade, ELA, Math)
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)
3-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)
9-11	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)
10-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)

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.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-15 HEDI score will be determined. See HEDI scale at 8.1
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 8.1

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

See HEDI scale at 8.1

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

See HEDI scale 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/5366/153280-qBFVOWF7fC/HEDICConversionLocalSelectedValueAdded.doc>

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

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

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

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

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

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

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

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

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

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

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

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades)
1-3	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grade, ELA, Math)
1-3	(d) measures used by district for teacher evaluation	NYS Grade 3 ELA and NYS Math Assessment

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.	Teachers and Principals will collaborate to set individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed the growth target a corresponding 0-20 HEDI score will be determined. See HEDI scale at 8.2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI scale at 8.2

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See HEDI scale at 8.2

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

*(No response)*

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

*assets/survey-uploads/5366/153280-T8MIGWUVm1/HEDIconversionLocalGrowthMeasurePrincipals.doc*

### 8.3) Locally Developed Controls

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

*There are no locally developed 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.

*All identified assessments results will be averaged to create a single measure of achievement.*

### 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 Wednesday, July 18, 2012

Updated Wednesday, January 09, 2013

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*The HUFSD is scoring the Multidimensional Rubric at the domain level and weighting all 7 scores accordingly: Final total rubric score will be rounded to the nearest whole number.*

*Domain 1 Shared Vision of Learning Max score 10*

*Domain 2 School culture and Instructional Program Max score 16*

*Domain 3 Safe, Efficient, Effective Learning Environment Max score 10*

*Domain 4 Community Max score 5*

*Domain 5 Integrity, Fairness, Ethics Max score 5*

*Domain 6 Political, Social, Economic, legal & Cultural content Max score 4*

*Domain 7 Goals Max score 10*

*The individual score for each of the 7 domains will be added to obtain a total score of 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/5143/153283-pMADJ4gk6R/PrincipalConversionChart60%OtherMeasures.pdf>

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

Highly Effective: Overall performance and results exceed standards.	To be rated as highly effective overall, the principal must demonstrate a significant majority of domain scores at the highly effective level.
Effective: Overall performance and results meet standards.	To be rated as effective overall, the principal must demonstrate a significant majority of rubric component scores at or above the effective level.

Developing: Overall performance and results need improvement in order to meet standards.	To be rated as developing overall, the principal must demonstrate a significant majority of rubric subcomponent scores below the effective level.
Ineffective: Overall performance and results do not meet standards.	To be rated as ineffective overall, the vast majority of the principals rubric scores must be below the effective level.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	2
By trained administrator	1
By trained independent evaluator	1
Enter Total	4

### **Tenured Principals**

By supervisor	2
By trained administrator	1
By trained independent evaluator	1
Enter Total	4

# 10. Composite Scoring (Principals)

Created Wednesday, July 18, 2012

Updated Monday, January 07, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Wednesday, July 18, 2012  
Updated Tuesday, January 08, 2013

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/153285-Df0w3Xx5v6/Principals improvement plan form PIP 2012 2013.pdf](assets/survey-uploads/5276/153285-Df0w3Xx5v6/Principals%20improvement%20plan%20form%20PIP%202012%202013.pdf)

### 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:

*a. A tenured principal who receives an overall rating of ineffective may appeal his/her APPR.*

*b. Within 10 school days after receipt of the written composite APPR the principal may file an appeal with the Superintendent of Schools or his/her designee pursuant to the procedures set forth in this section. This period may be extended by up to five schools days upon the consent of the Superintendent or his/her designee, which consent shall not be arbitrarily or capriciously withheld.*

*c. Appeals must be in writing and will be limited to:*

- i) the substance of the APPR*
- ii) the districts adherence to the standards and methodologies required for this type of review pursuant to section 3012-c of the educational law;*
- iii) the districts adherence to the regulations of the commissioner of education and compliance with any applicable locally negotiated procedures; and/or*
- iv) the districts issuance and/or implementation of the terms of any principal improvement plan which was issued or implemented during the school year*

*d. A written appeal must include the following:*

- i) Principals name, school building assignment and position;*
- ii) the name of his/her immediate supervisor;*
- iii) the name of his/her evaluator;*
- iv) the date the original summative evaluation was received by the principal*
- v) the applicable evaluation period*
- vi) A signed copy of the APPR being appealed*
- vii) A detailed written description of the specific areas of disagreement over his/her performance review and any documents or materials relevant to the appeal; and*
- viii) the exact grounds upon which the appeal is based as specified in paragraphs C (i)- (v) above*

*e. Failure to articulate a particular basis in the written appeal will be deemed a waiver of that basis. However, nothing herein shall be deemed a waiver of the right of the principal to challenge any aspect of the raise any argument APPR in the context of a 3020-a proceeding that the 3020-a hearing officer/arbitrator should accord no or limited weight to the APPR*

*f. Within 10 school days after receiving the written APPR appeal, the Superintendent of Schools or his/her designee will either review the appeal and issue a written decision or assign a supervisor or administrator, other than the evaluator who issued the APPR being appealed, to review the appeal and issue a written decision. The written decision, will be provided to the principal. Under no circumstances may the appeal be heard by evaluator of record of the APPR at issue.*

*g. Within 10 school days, after receiving the written response from the Superintendent or his/her designee, a tenured principal who appealed an ineffective rating may elect in writing to have his/her appeal reviewed by a retired administrator or other outside expert (panel member). In order to have his/her appeal heard by a panel member the principal will file a written appeal with the Superintendent or his/her designee, who will forward the appeal to the first available panelist, on rotating basis, within 7 school days. The HSAA and the district will agree upon a mutually acceptable list of experts to be included on the panel.*

*h. The panelists will be selected to handle an appeal from this list on a rotating basis. If a panel member is unavailable to handle a particular appeal, the next listed panel member will be selected. The cost for the services of the panel member will be borne equally by the district and the HSAA,*

*i. Within 10 school days after receiving the written appeal the panel member will complete his/her review of the appeal will issue a written recommendation. Within this 10 school day period, the panel member, at his/her discretion may request a meeting with the district and the principal in order to clarify issues related to the appeal. The principal may request union representation during any meeting with the panel member. The panel member's review is limited to the original written appeal, the superintendent or his/her designee initial determination, the evidence underlying the observations/evaluations of the principal, supporting papers submitted by the principal and a response to the appeal by the principals evaluator. if the panel member recommends a modification to the principals overall ineffective APPR rating he/she must provide the basis upon which the recommendation was made.*

*j. Within 7 school days after receiving the panel members recommendation, a tenured principal who appealed an ineffective rating may file a written appeal to the Superintendent of Schools.*

*k. Within 10 school days after receiving the written appeal the Superintendent of Schools or his/her designee will consider the written recommendation of the panel member and will issue a final written decision. The Superintendent of Schools may not designate the evaluator or the same designee who handled any portion of the appeal process. The written decision of the Superintendent of Schools or his/her designee will be final and binding on all parties and will not be grievable, arbitrable or reviewable by a third party in any other forum.*

*l. The failure to file an appeal within the time limits specified above will be deem a waiver of the right to appeal. However, nothing herein shall be deemed a waiver of the right of the principal to raise any argument in the context of a 3020-a proceeding that the 3020-a hearing officer/arbitrator should accord no or limited weight to the APPR.*

m. The time limits specified in this appeal procedure may be extended in writing by mutual agreement of the district and the HSAA only but may not be extended beyond 60 school days.

n. The parties acknowledge that nothing herein shall prevent the principal or the district from offering into evidence the written review recommendation of an outside expert appointed pursuant to this subdivision in the context of a 3020-a discharge proceeding based on incompetence or a pattern of ineffective performance.

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

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

*The Hempstead UFSD is a member district of the RTTT BOCES Network Consortium Team. The District has participated in 5 days (40 hours) of lead evaluator training conducted by NYSUT ELT. The District will continue its partnership with the RTTT BOCES Network Consortium Team where federal funds have been designated to provide us with assistance and support to continue to have appropriate training to certify any new designated Central Office Administrators who can supervise designated building administrators, as well as providing the support to re-certify lead evaluator.*

*The district has sent all lead evaluators and evaluators to a BOCES sponsored Multi-Dimensional Rubric training. These lead evaluators and evaluators will be BOE approved and will receive annual training in this area. The training will include; but is not limited to, application and use of student growth percentile; value-added growth model data; and application and use of District/state-approved rubric.*

*Additionally, administrators will participate in workshops and training sessions to ensure inter-rater reliability throughout the school year. Lead evaluators will be re-trained and re-certified annually.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

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

Checked

## 12. Joint Certification of APPR Plan

Created Wednesday, July 18, 2012

Updated Wednesday, January 09, 2013

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/153287-3Uqgn5g9Iu/JointCertificationAPPR1.9.13.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.

HEMPSTEAD UNION FREE SCHOOL DISTRICT  
 185 Peninsula Blvd.  
 Hempstead, NY 11550

## HEDI Rating Conversion Chart for Locally Selected Measures with Value Added (Teachers) 15 Points

15 Point Scale		
HEDI	SCALE POINT	% MEETING TARGET
<b>HIGHLY EFFECTIVE</b>	15	96-100
	14	92-95
<b>EFFECTIVE</b>	13	86-91
	12	80-85
	11	75-79
	10	70-74
	9	65-69
	8	60-64
<b>DEVELOPING</b>	7	52-59
	6	44-51
	5	36-43
	4	28-35
	3	20-27
	2	13-19
<b>INEFFECTIVE</b>	1	6-12
	0	0-5

**HEMPSTEAD UNION FREE SCHOOL DISTRICT**

185 Peninsula Blvd.  
Hempstead, New York 11550

**HEDI Rating Conversion Chart for  
Locally Selected Growth Measure 20 Points**

<b>20 Point Scale</b>		
<b>HEDI</b>	<b>Scale Score</b>	<b>% Meeting Target</b>
<b>HIGHLY EFFECTIVE</b>	20	97 – 100
	19	94 – 96
	18	92 – 93
<b>EFFECTIVE</b>	17	88 – 91
	16	84 – 87
	15	80 – 83
	14	76 – 79
	13	72 – 75
	12	69 – 71
	11	66 – 68
	10	63 – 65
	9	60 – 62
<b>DEVELOPING</b>	8	53 – 59
	7	46 – 52
	6	39 – 45
	5	32 – 38
	4	26 – 31
	3	20 – 25
<b>INEFFECTIVE</b>	2	13 – 19
	1	6 – 12
	0	0 – 5

**HEMPSTEAD UNION FREE SCHOOL DISTRICT**

185 Peninsula Blvd.  
Hempstead, New York 11550

**HEDI Rating Conversion Chart for  
Student Learning Objectives Growth Measure 20 Points**

<b>20 Point Scale</b>		
<b>HEDI</b>	<b>Scale Score</b>	<b>% Meeting Target</b>
<b>HIGHLY EFFECTIVE</b>	20	97 – 100
	19	94 – 96
	18	92 – 93
<b>EFFECTIVE</b>	17	88 – 91
	16	84 – 87
	15	80 – 83
	14	76 – 79
	13	72 – 75
	12	69 – 71
	11	66 – 68
	10	63 – 65
	9	60 – 62
<b>DEVELOPING</b>	8	53 – 59
	7	46 – 52
	6	39 – 45
	5	32 – 38
	4	26 – 31
	3	20 – 25
<b>INEFFECTIVE</b>	2	13 – 19
	1	6 – 12
	0	0 – 5

**HEMPSTEAD UNION FREE SCHOOL DISTRICT**

185 Peninsula Blvd.  
Hempstead, NY 11550

**Rubric: Teacher Conversion Chart 60% Other Measures**

<b>60% Example Conversion</b>			
<b>Total Avg. Rubric</b>	<b>Conversion Composite</b>	<b>Total Avg. Rubric</b>	<b>Conversion Composite</b>
Ineffective 0 - 49		Developing	50-56
1.000	0	1.5	50
1.008	1	1.6	50.7
1.017	2	1.7	51.4
1.025	3	1.8	52.1
1.033	4	1.9	52.8
1.042	5	2	53.5
1.050	6	2.1	54.2
1.058	7	2.2	54.9
1.067	8	2.3	55.6
1.075	9	2.4	56.3
1.083	10	<b>Effective</b> 57-58	
1.092	11	2.5	57
1.100	12	2.6	57.2
1.108	13	2.7	57.4
1.115	14	2.8	57.6
1.123	15	2.9	57.8
1.131	16	3	58
1.138	17	3.1	58.2
1.146	18	3.2	58.4
1.154	19	3.3	58.6
1.162	20	3.4	58.8
1.169	21	<b>Highly Effective</b> 59-60	
1.177	22	3.5	59
1.185	23	3.6	59.3
1.192	24	3.7	59.5
1.200	25	3.8	59.8
1.208	26	3.9	60
1.217	27	4	60.25 (round to 60)
1.225	28		
1.233	29		
1.242	30		
1.250	31		
1.258	32		
1.267	33		
1.275	34		
1.283	35		
1.292	36		
1.308	38		
1.317	39		
1.325	40		
1.333	41		
1.342	42		
1.350	43		
1.358	44		
1.367	45		
1.375	46		
1.383	47		
1.392	48		
1.400	49		

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

Name: \_\_\_\_\_ School: \_\_\_\_\_

School Year Plan is Based on \_\_\_\_\_ Assignment Grade/Subject: \_\_\_\_\_

Ensuing School Year: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Date of related APPR: \_\_\_\_\_ Date of TIP Conference: \_\_\_\_\_

AREAS(S) NEEDING IMPROVEMENT	EXPECTED OUTCOMES	ACTION STEPS	TIMELINE FOR COMPLETION	EVIDENCE

Teacher's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Administrator's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date outcome plan is to be evaluated by: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**TEACHER IMPROVEMENT PLAN EVALUATION**

(To be attached to TIP)

Name: \_\_\_\_\_ School: \_\_\_\_\_

School Year Plan is Based on \_\_\_\_\_ School Year Evaluation is Based on: \_\_\_\_\_

Date of TIP Evaluation Conference: \_\_\_\_\_

AREAS(S) NEEDING IMPROVEMENT	ACTION STEPS	SATISFACTORY PROGRESS		ACTION STEPS COMPLETE	
		YES	NO	YES	NO

Recommendations: The teacher has met the performance goals identify in the TIP

Recommendations: The teacher has not met the performance goals identified in the TIP

Teacher's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Administrator's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date outcome plan is to be evaluated by: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**HEMPSTEAD UNION FREE SCHOOL DISTRICT**

185 Peninsula Blvd.  
Hempstead, New York 11550

**HEDI Rating Conversion Chart for  
SLO Growth Measure (Principals) 20 Points**

<b>20 Point Scale</b>		
<b>HEDI</b>	<b>Scale Score</b>	<b>% Meeting Target</b>
<b>HIGHLY EFFECTIVE</b>	20	97 – 100
	19	94 – 96
	18	92 – 93
<b>EFFECTIVE</b>	17	88 – 91
	16	84 – 87
	15	80 – 83
	14	76 – 79
	13	72 – 75
	12	69 – 71
	11	66 – 68
	10	63 – 65
	9	60 – 62
<b>DEVELOPING</b>	8	53 – 59
	7	46 – 52
	6	39 – 45
	5	32 – 38
	4	26 – 31
	3	20 – 25
<b>INEFFECTIVE</b>	2	13 – 19
	1	6 – 12
	0	0 – 5

HEMPSTEAD UNION FREE SCHOOL DISTRICT  
 185 Peninsula Blvd.  
 Hempstead, NY 11550

## HEDI Rating Conversion Chart for Locally Selected Measures with Value Added (Principals) 15 Points

15 Point Scale		
HEDI	SCALE POINT	% MEETING TARGET
<b>HIGHLY EFFECTIVE</b>	15	96-100
	14	92-95
<b>EFFECTIVE</b>	13	86-91
	12	80-85
	11	75-79
	10	70-74
	9	65-69
	8	60-64
<b>DEVELOPING</b>	7	52-59
	6	44-51
	5	36-43
	4	28-35
	3	20-27
	2	13-19
<b>INEFFECTIVE</b>	1	6-12
	0	0-5

**HEMPSTEAD UNION FREE SCHOOL DISTRICT**

185 Peninsula Blvd.  
Hempstead, New York 11550

**HEDI Rating Conversion Chart for  
Locally Selected Growth Measure (Principals) 20 Points**

<b>20 Point Scale</b>		
<b>HEDI</b>	<b>Scale Score</b>	<b>% Meeting Target</b>
<b>HIGHLY EFFECTIVE</b>	20	96 – 100
	19	94 – 96
	18	92 – 93
<b>EFFECTIVE</b>	17	88 – 91
	16	84 – 87
	15	80 – 83
	14	76 – 79
	13	72 – 75
	12	69 – 71
	11	66 – 68
	10	63 – 65
	9	60 – 62
<b>DEVELOPING</b>	8	53 – 59
	7	46 – 52
	6	39 – 45
	5	32 – 38
	4	26 – 31
	3	20 – 25
<b>INEFFECTIVE</b>	2	13 – 19
	1	6 – 12
	0	0 – 5

**HEMPSTEAD UNION FREE SCHOOL DISTRICT**

185 Peninsula Blvd.  
Hempstead, NY 11550

**Principal Conversion Chart 60% Other Measures**

<b>Multidimensional Principal Performance Rubric</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
Effective with the 2011-12 School Year				
		% of HE	%of HE	%of HE
DOMAIN 1: Shared Vision of Learning	10			
a. Culture	5	0.95	0.8	0
b. Sustainability	5	0.95	0.8	0
DOMAIN 2: School culture and Instructional Program	16			
a. Culture	3	0.95	0.8	0
b. Instructional Program	5	0.95	0.8	0
c. Capacity Building	3	0.95	0.8	0
d. Sustainability	3	0.95	0.8	0
e. Strategic Planning Process	2	0.95	0.8	0
DOMAIN 3: Safe, Efficient, Effective Learning Environment	10			
a. Capacity Building	3	0.95	0.8	0
b. Culture	3	0.95	0.8	0
c. Sustainability	3	0.95	0.8	0
d. Instructional Program	3	0.95	0.8	0
DOMAIN 4: Community	5			
a. Strategic Planning Process: Inquiry	2	0.95	0.8	0
b. Culture	2	0.95	0.8	0
c. Sustainability	1	0.95	0.8	0
DOMAIN 5: Integrity, Fairness, ETHICS	5			
a. Sustainability	2.5	0.95	0.8	0
b. Culture	2.5	0.95	0.8	0
DOMAIN 6: Political, Social, Economic, legal & cultural CONTENT	4			
a. Sustainability		0.95	0.8	0
b. Culture		0.95	0.8	0
DOMAIN 7: Goals	10	0.95	0.8	0

**PRINCIPAL IMPROVEMENT PLAN**  
(To be completed jointly by principal and evaluator)

Name: \_\_\_\_\_ School: \_\_\_\_\_

School Year Plan is Based on \_\_\_\_\_ Assignment: \_\_\_\_\_

Ensuing School Year: \_\_\_\_\_ Assignment: \_\_\_\_\_

Date of Related APPR: \_\_\_\_\_ Date of PIP Conference: \_\_\_\_\_

<b>AREAS(S) NEEDING IMPROVEMENT</b>	<b>EXPECTED OUTCOMES</b>	<b>ACTION STEPS</b>	<b>TIMELINE FOR COMPLETION</b>	<b>EVIDENCE</b>

Principal's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date outcome plan is to be evaluated by: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**PRINCIPAL IMPROVEMENT PLAN EVALUATION**

(To be attached to PIP)

Name: \_\_\_\_\_ School: \_\_\_\_\_

School Year Plan is Based on \_\_\_\_\_ School Year Evaluation is Based on: \_\_\_\_\_

Date of PIP Evaluation Conference: \_\_\_\_\_

AREAS(S) NEEDING IMPROVEMENT	ACTION STEPS	SATISFACTORY PROGRESS		ACTION STEPS COMPLETE	
		YES	NO	YES	NO

Recommendations: The principal has met the performance goals identify in the PIP

Recommendations: The principal has not met the performance goals identified in the PIP

Principal's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Supervisor's Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date outcome plan is to be evaluated by: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:    Date:

*Suzanne Johnson*                      1/9/13

Teachers Union President Signature:    Date:

*Rick S. Wiley*                      1/9/13

Administrative Union President Signature:    Date:

*Dr. Willie D. McFarland*                      1/9/13

Board of Education President Signature:    Date:

*Betty Cross*                      1-09-13