



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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April 29, 2014

Revised

Joyce M. Bisso, Superintendent
Hewlett-Woodmere Union Free School District
One Johnson Place
Woodmere, NY 11598-1312

Dear Superintendent Bisso:

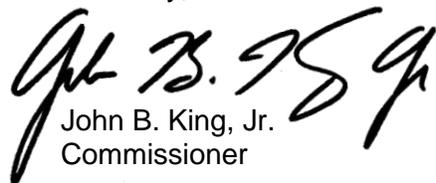
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Dr. Thomas L. Rogers

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, August 15, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280214030000

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

280214030000

1.2) School District Name: HEWLETT-WOODMERE UFSD

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

Hewlett-Woodmere UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, March 24, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Hewlett-Woodmere UFSD-developed Grade K ELA assessments
1	District, regional, or BOCES-developed assessment	Hewlett-Woodmere UFSD-developed Grade 1 ELA assessments
2	District, regional, or BOCES-developed assessment	Hewlett-Woodmere UFSD-developed Grade 2 ELA assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data, each teacher will set individual student growth targets for meeting or exceeding the growth target. The targets will be reviewed and approved by the supervisor in consultation with central office administrators. The "HWPS HEDI Chart for all Subjects/Grades: Student Learning Objectives" will be used to determine the ranges of student performance at each level. See Chart in Section 2.11 and Appendix C of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Section 2.11 for HEDI Chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Section 2.11 for HEDI Chart.

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

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	Hewlett-Woodmere UFSD-developed Kindergarten Math assessments
1	District, regional, or BOCES-developed assessment	Hewlett-Woodmere UFSD-developed Grade 1 Math assessments
2	District, regional, or BOCES-developed assessment	Hewlett-Woodmere UFSD-developed Grade 2 Math assessments
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data, each teacher will set individual student growth targets for meeting or exceeding the growth target. The targets will be reviewed and approved by the supervisor in consultation with central office administrators. The "HWPS HEDI Chart for all Subjects/Grades: Student Learning Objectives" will be used to determine the ranges of student performance at each level. See Chart in Section 2.11 and Appendix C of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Section 2.11 for HEDI Chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Section 2.11 for HEDI Chart.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Section 2.11 for HEDI Chart.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Section 2.11 for HEDI Chart.

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
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6	District, regional or BOCES-developed assessment	Hewlett-Woodmere UFSD-developed Grade 6 Science assessments
7	District, regional or BOCES-developed assessment	Hewlett-Woodmere UFSD-developed Grade 7 Science assessments
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data, each teacher will set individual student growth targets for meeting or exceeding the growth target. The targets will be reviewed and approved by the supervisor in consultation with central office administrators. The "HWPS HEDI Chart for all Subjects/Grades: Student Learning Objectives" will be used to determine the ranges of student performance at each level. See Chart in Section 2.11 and Appendix C of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See Section 2.11 for HEDI Chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See Section 2.11 for HEDI Chart.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See Section 2.11 for HEDI Chart.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See Section 2.11 for HEDI Chart.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Hewlett-Woodmere UFSD-developed Grade 6 Social Studies assessments
7	District, regional or BOCES-developed assessment	Hewlett-Woodmere UFSD-developed Grade 7 Social Studies assessments
8	District, regional or BOCES-developed assessment	Hewlett-Woodmere UFSD-developed Grade 8 Social Studies assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data, each teacher will set individual student growth targets for meeting or exceeding the growth target. The targets will be reviewed and approved by the supervisor in consultation with central office administrators. The "HWPS HEDI Chart for all Subjects/Grades: Student Learning Objectives" will be used to determine the ranges of student performance at each level. See Chart in Section 2.11 and Appendix C of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Section 2.11 for HEDI Chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See Section 2.11 for HEDI Chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See Section 2.11 for HEDI Chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Section 2.11 for HEDI Chart.

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	Hewlett-Woodmere UFSD-developed Global 1 assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data, each teacher will set individual student growth targets for meeting or exceeding the growth target. The targets will be reviewed and approved by the supervisor in consultation with central office administrators. The "HWPS HEDI Chart for all Subjects/Grades: Student Learning Objectives" will be used to determine the ranges of student performance at each level. See Chart in Section 2.11 and Appendix C of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Section 2.11 for HEDI Chart.

Effective (9 - 17 points) Results meet District goals for similar students.	See Section 2.11 for HEDI Chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See Section 2.11 for HEDI Chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Section 2.11 for HEDI Chart.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data, each teacher will set individual student growth targets for meeting or exceeding the growth target. The targets will be reviewed and approved by the supervisor in consultation with central office administrators. The "HWPS HEDI Chart for all Subjects/Grades: Student Learning Objectives" will be used to determine the ranges of student performance at each level. See Chart in Section 2.11 and Appendix C of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Section 2.11 for HEDI Chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See Section 2.11 for HEDI Chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See Section 2.11 for HEDI Chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Section 2.11 for HEDI Chart.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data, each teacher will set individual student growth targets for meeting or exceeding the growth target. The targets will be reviewed and approved by the supervisor in consultation with central office administrators. For Algebra 1 the District will offer the Integrated Algebra Regents and the Common Core Algebra Regents to students enrolled in Common Core courses. The District will use the higher of the two scores in determining student growth. The "HWPS HEDI Chart for all Subjects/Grades: Student Learning Objectives" will be used to determine the ranges of student performance at each level. See Chart in Section 2.11 and Appendix C of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Section 2.11 for HEDI Chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See Section 2.11 for HEDI Chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See Section 2.11 for HEDI Chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Section 2.11 for HEDI Chart.

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	Hewlett-Woodmere UFSD-developed Grade 9 ELA assessments
Grade 10 ELA	District, regional or BOCES-developed assessment	Hewlett-Woodmere UFSD-developed Grade 10 ELA assessments

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

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

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

Using baseline data, each teacher will set individual student growth targets for meeting or exceeding the growth target. The targets will be reviewed and approved by the supervisor in consultation with central office administrators. The "HWPS HEDI Chart for all Subjects/Grades: Student Learning Objectives" will be used to determine the ranges of student performance at each level. See Chart in Section 2.11 and Appendix C of the Teacher APPR Plan.

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

See Section 2.11 for HEDI Chart.

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

See Section 2.11 for HEDI Chart.

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

See Section 2.11 for HEDI Chart.

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

See Section 2.11 for HEDI Chart.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed Art grade specific assessments
Business	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed Business grade specific assessments
Home and Careers	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed Home and Careers grade specific assessments
Music	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed Music grade specific Assessments
Technology	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed Technology grade specific assessments
Health	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed Health grade specific assessments
Physical Education	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed Physical Education grade specific assessments

English Electives	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed ELA grade specific assessments
Social Studies Electives	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed Social Studies grade specific assessments
Science Electives	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed Science grade specific Assessments
Drama	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed Drama grade specific assessments
Library	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed library media grade specific assessments
World Languages	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed World Languages grade specific Assessments
English as a Second Language	State Assessment	NYSESLAT
All other teachers not named above	District, Regional or BOCES-developed	Hewlett-Woodmere UFSD-developed grade specific Assessments in each content area

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using baseline data, each teacher will set individual student growth targets for meeting or exceeding the growth target. The targets will be reviewed and approved by the supervisor in consultation with central office administrators. The "HWPS HEDI Chart for all Subjects/Grades: Student Learning Objectives" will be used to determine the ranges of student performance at each level. See Chart in Section 2.11 and Appendix C of the Teacher APPR Plan.
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Developing (3 - 8 points) Results are below District goals for similar students.	See Section 2.11 for HEDI Chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Section 2.11 for HEDI Chart.

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.

2.12) Locally Developed Controls

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

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

No controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 4 ELA performance assessment scored by a rubric
5	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 5 ELA performance assessment scored by a rubric
6	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 6 ELA performance assessment scored by a rubric

7	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 7 ELA performance assessment scored by a rubric
8	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 8 ELA performance assessment scored by a rubric

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement" will be used to determine the ranges of student performance at each level. The teacher, in collaboration with the principal, will set the achievement target. Based on the percentage of students meeting or exceeding the achievement target, a zero to 20 (0-15 once value added is implemented) HEDI score will result. See Chart in Section 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.3 for HEDI Chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.3 for HEDI Chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.3 for HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.3 for HEDI Chart.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 4 Math performance assessment scored by a rubric
5	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 5 Math performance assessment scored by a rubric
6	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 6 Math performance assessment scored by a rubric
7	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 7 Math performance assessment scored by a rubric
8	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 8 Math performance assessment scored by a rubric

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.	The "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement" will be used to determine the ranges of student performance at each level. The teacher, in collaboration with the principal, will set the achievement target. Based on the percentage of students meeting or exceeding the achievement target, a zero to 20 (0-15 once value added is implemented) HEDI score will result. See Chart in Section 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.3 for HEDI Chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.3 for HEDI Chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.3 for HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.3 for HEDI Chart.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/12149/585929-rhJdBgDruP/2 HEDI Charts Student Achievement With and Without Value-Added.pdf](#)

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Hewlett-Woodmere UFSD-developed Kindergarten ELA performance assessment scored by a rubric
1	5) District, regional, or BOCES-developed assessments	Hewlett-Woodmere UFSD-developed Grade 1 ELA performance assessment scored by a rubric
2	5) District, regional, or BOCES-developed assessments	Hewlett-Woodmere UFSD-developed Grade 2 ELA performance assessment scored by a rubric
3	5) District, regional, or BOCES-developed assessments	Hewlett-Woodmere UFSD-developed Grade 3 ELA performance assessment scored by a rubric

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement" will be used to determine the ranges of student performance at each level. Teachers, in collaboration with their principal, will set an achievement target. Based on the percentage of students meeting or exceeding the achievement target, a 0-20 HEDI score will result. See Chart in Section 3.13 and Appendix D of the Teacher APPR Plan.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Kindergarten Math performance assessment scored by a rubric
1	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 1 Math performance assessment scored by a rubric
2	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 2 Math performance assessment scored by a rubric
3	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 3 Math performance assessment scored by a rubric

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement" will be used to determine the ranges of student performance at each level. See Chart in Section 3.13 and Appendix D of the Teacher APPR Plan.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 6 Science performance assessment scored by a rubric
7	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 7 Science performance assessment scored by a rubric
8	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 8 Science performance assessment scored by a rubric

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.	The "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement" will be used to determine the ranges of student performance at each level. See Chart in Section 3.13 and Appendix D of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 6 Social Studies performance assessment scored by a rubric
7	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 7 Social Studies performance assessment scored by a rubric
8	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Grade 8 Social Studies performance assessment scored by a rubric

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.	The "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement" will be used to determine the ranges of student performance at each level. See Chart in Section 3.13 and Appendix D of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Global History 1 performance assessment scored by a rubric

Global 2	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Global History 2 performance assessment scored by a rubric
American History	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed District-developed American History performance assessment scored by a rubric

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement" will be used to determine the ranges of student performance at each level. See Chart in Section 3.13 and Appendix D of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Living Environment performance assessment scored by a rubric
Earth Science	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Earth Science performance assessment scored by a rubric
Chemistry	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Chemistry performance assessment scored by a rubric
Physics	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Physics performance assessment scored by a rubric

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement" will be used to determine the ranges of student performance at each level. See Chart in Section 3.13 and Appendix D of the Teacher APPR Plan.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Algebra 1 performance assessment scored by a rubric
Geometry	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Geometry performance assessment scored by a rubric
Algebra 2	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed Algebra 2/Trigonometry performance assessment scored by a rubric

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement" will be used to determine the ranges of student performance at each level. See Chart in Section 3.13 and Appendix D of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed English 9 performance assessment scored by a rubric
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed English 10 performance assessment scored by a rubric
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Hewlett-Woodmere UFSD-developed English 11 performance assessment scored by a rubric

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement" will be used to determine the ranges of student performance at each level. See Chart in Section 3.13 and Appendix D of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.

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
All teachers not named above	5) District/regional/BOCES-developed	Course-specific Hewlett-Woodmere UFSD-developed performance-based assessment scored by a rubric

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.	The "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement" will be used to determine the ranges of student performance at each level. See Chart in Section 3.13 and Appendix D of the Teacher APPR Plan.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Section 3.13 for HEDI Chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	See Section 3.13 for HEDI Chart.

grade/subject.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/585929-y92vNseFa4/HEDI Chart 0-20 with Notation.pdf

3.14) Locally Developed Controls

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

No controls

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.

Multiple locally-selected measures, each scored from 0-15 or 0-20 points as applicable, will be combined into a single subcomponent HEDI category and scored based on teachers' assigned courses. A raw average will be used. For example, elementary teachers will have locally-selected measures for both ELA and Mathematics, and both scores, out of 15 or 20 points as applicable, will be combined using a direct average of the two scores into a single HEDI score. The HEDI score will be rounded to the nearest whole number.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances	Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances	Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances	Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances	Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances	Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked

3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, April 25, 2014

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4.1) Teacher Practice Rubric

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

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

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

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

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	45
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	15

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be assessed by multiple observations using Domains 1-3 of the the Danielson Framework for Teaching 2007 rubric. They will be assessed using a structured review of teacher artifacts aligned with Domain 4 of the Danielson Framework for Teaching 2007 rubric. Elements in each of the Domains are rated on a 1-4 scale. The average of the scored elements for each observation will result in the Observed Element Average (OEA) score. The average of the scored elements for the structured review for Domain 4 will be weighted and then combined with the Observed Average Score in Domains 1,2 and 3. The process for assigning points is explained in the document attached below. Normal rounding rules will be applied through OASYS software program for each observation. But in no case will rounding result in movement between HEDI bands.

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/5091/132914-eka9yMJ855/60 Points Multiple Measures.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	rubric score of 3.500-4.000
Effective: Overall performance and results meet NYS Teaching Standards.	rubric score of 2.500-3.499
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	rubric score of 1.500-2.499
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	rubric score of 1.000-1.499

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	2
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Wednesday, October 16, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, January 27, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/140639-Df0w3Xx5v6/APPENDIX A - TIP Form.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:

Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing. A teacher may appeal his/her annual evaluation or TIP to the Superintendent of Schools within five (5) school days of its receipt. The failure to file an appeal

within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. The appeal shall be in writing and shall articulate the basis for the appeal. Appeals shall be limited to:

- the substance of the teacher's APPR rating
- the District's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law
- the District's compliance to applicable regulations of the Commissioner of Education
- the District's compliance with the procedures and methodologies of this APPR plan, including but not limited to the issuance and/or implementation of the terms of a Teacher Improvement Plan (TIP)

A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

The Superintendent of Schools or his/her designee shall issue his/her written determination in response to the appeal within five (5) school days of its receipt.

The determination of the Superintendent of Schools as to the substance of the teacher's APPR shall not be grievable, arbitrable, nor reviewable in any other forum. Procedural issues raised shall be subject to the grievance procedures of the Negotiated Agreement between the District and the Association.

Nothing in the above shall prevent a teacher from challenging the substance of an evaluation within the context of a proceeding pursuant to section 3020-a of the Education Law.

All time frames referred to herein may be extended by mutual agreement of the District and the Association, and will be timely and expeditious in accordance with Section 3012c.

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

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

The district will certify that all administrators who evaluate teachers have received appropriate training in the following:

- NYS Teaching Standards, and their related elements and performance indicators
- Evidence-based observation techniques grounded in research;
- Application and use of the student growth percentile model and the value-added growth model;
- Application and use of the Danielson 2007 rubric, including training on the effective application of the rubric to observe a teacher's practice;
- Application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers, including but not limited to, structured portfolio reviews;
- Application and use of any State-approved locally-selected measures of student achievement used by the school district to evaluate its teachers;
- Use of the Statewide Instructional Reporting System;
- Scoring methodology utilized by the Department and/or the district to evaluate a teacher, 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;
- Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

The District-approved training will be delivered during administrative meetings over the course of the school year with special sessions scheduled for new administrators. To maintain and ensure inter-rater reliability and agreement on an annual basis, all administrators will be recertified annually and have a facilitated opportunity to calibrate their ratings against the rubric. The duration of the training will be annually specified and ongoing in nature, a minimum of a half day annually.

6.5) Assurances -- Evaluators

Please check the boxes below:

• Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for	Checked
--	---------

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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

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

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

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

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

2-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
PK-1	District, regional, or BOCES-developed	Hewlett-Woodmere UFSD locally developed Grade 1 ELA and Math Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The "HWPS HEDI Chart for all Subjects/Grades: Student Learning Objectives" will be used to determine the ranges of student performance at each level. Principals, in collaboration with Superintendent, will set individual student growth targets based on baseline data. Based on the percentage of students meeting or exceeding their individual target, a zero to 20 HEDI score will result. See attached Chart and Appendix A of the Principal APPR Plan.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached HEDI Chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached HEDI Chart.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached HEDI Chart.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached HEDI Chart.

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

assets/survey-uploads/5365/141981-lha0DogRNw/SLO HEDI Chart for All Subjects Grades HWPS revised aug 2012 for principal APPR Plan.doc

7.4) Special Considerations for Comparable Growth Measures

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

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

No controls

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, April 28, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
2-5	(d) measures used by district for teacher evaluation	Hewlett-Woodmere UFSD-developed performance grade and course specific assessments
6-8	(d) measures used by district for teacher evaluation	Hewlett-Woodmere UFSD-developed grade and course specific performance assessments
9-12	(d) measures used by district for teacher evaluation	Hewlett-Woodmere UFSD-developed performance grade and course specific assessments
9-12	(h) students' progress toward graduation	Credit accumulation. The minimum expectation is an accumulation of 18 credits by the end of Grade 11 (6 credits per year).
9-12	(g) % achieving specific level on Regents or alternatives	Required Regents Examinations in NYS Comprehensive English Regents , NYS Global History and Geography Regents , NYS US History and Government Regents , NYS Mathematics Regents (NYS Integrated Algebra Regents or Common Core Algebra Regents, NYS Geometry Regents , NYS Algebra II and Trigonometry Regents) or NYS Living Environment Regents). Once the Integrated Algebra Regents is no longer offered or administered, the Common Core Algebra Regents examination will be used. The same will be true for other Common Core Regents examinations that replace the Regents exams alligned to the 2005 NYS Standards.
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4-year graduation rate
9-12	(f) % of students with advanced Regents or honors	Graduate percentage with advanced designations

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.

For principals of grades 2-5 and grades 6-8, principals in collaboration with the Superintendent, will set achievement targets. Based on the percentage of students meeting or exceeding the achievement target a 0-20 (0-15 once value added is implemented) HEDI score will result. For the grades 9-12 principal, the principal will meet with the Superintendent in the Fall semester to decide which measure will be used for the principal. 9-12 option (d) If principal and superintendent choose option (d), the principal will set an achievement target that will be approved by the superintendent. Based on the percentage of students that meet or exceed the achievement target a 0-20 HEDI score will result.

9-12 option (h) If principal and superintendent choose option (h), HEDI points will be awarded based on the percentage of students that have 18 credits accumulated by the end of Grade 11. Based on the percentage of students that meet or exceed the achievement target a 0-20 HEDI score will result.

9-12 option (g) If principal and superintendent choose option (g), HEDI points will be award based on the percentage of students of the current year that have achieved a 65 or higher on one of the following predetermined examinations: the NYS Comprehensive English Regents, NYS Global History and Geography Regents, NYS US History and Government, Mathematics (NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Geometry Regents, NYS Algebra II and Trigonometry Regents or the NYS Living Environment Regents. If both Algebra Regents are offered to students enrolled in common core courses, the higher of the two scores will be used. Based on the percentage of students that meet or exceed the achievement target a 0-20 HEDI score will result.

9-12 option (e) If principal and superintendent choose option (e), HEDI points will be based on the percentage of students in the current cohort that graduate in four years. Based on the percentage of students that meet or exceed the achievement target a 0-20 HEDI score will result.

9-12 option (f) If principal and superintendent choose option (f) HEDI points will be awarded based on the percentage of students in the current year cohort who earn a Regents diploma with advanced designation. Based on the percentage of students that meet or exceed the achievement target a 0-20 HEDI score will result.

See "Local Assessments HEDI Chart for All Subjects/Grades With an Approved Value-added Measure (attached and Appendix in Principal APPR Plan)

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

See "Local Assessments HEDI Chart for All Subjects/Grades With an Approved Value-added Measure (attached and Appendix in Principal APPR Plan)

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

See "Local Assessments HEDI Chart for All Subjects/Grades With an Approved Value-added Measure (attached and Appendix in Principal APPR Plan)

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

See "Local Assessments HEDI Chart for All Subjects/Grades With an Approved Value-added Measure (attached and Appendix in Principal APPR Plan)

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

See "Local Assessments HEDI Chart for All Subjects/Grades With an Approved Value-added Measure (attached and Appendix in Principal APPR Plan)

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

(No response)

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

assets/survey-uploads/12190/585934-qBFVOWF7fC/HEDI Charts 0-20 and 0-15 with Grades 9-12 explanation.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as

follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-1	(d) measures used by district for teacher evaluation	Hewlett-Woodmere UFSD-developed performance assessment for Grade 1

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.	For principal of PK-1, the principal, in collaboration with the Superintendent, will set achievement targets. Based on a percentage of students nmeeting or exceeding the achievement target a 0-20 HEDI schore will result. See "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement"(attached and Appendix D in Principal APPR Plan)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement"(attached and Appendix D in Principal APPR Plan)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement"(attached and Appendix D in Principal APPR Plan)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement"(attached and Appendix D in Principal APPR Plan)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See "HEDI Chart for all Subjects/Grades: Locally Developed Measures of Student Achievement"(attached and Appendix D in Principal APPR Plan)

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. \(MS Word\)](#)

[assets/survey-uploads/5366/142735-pi29aiX4bL/HEDI Chart for All Subjects Grades Locally Developed Measures of Student Achievement_1.doc](#)

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

(No response)

8.3) Locally Developed Controls

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

incentives associated with the controls or adjustments.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

Multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, will be combined into a single subcomponent HEDI category for each principal. HEDI scores for elementary principals and the middle school principal will be based on a combination of results of performance assessments for all students in the building using a percentage of students meeting the achievement target. At the high school level, the principal and superintendent will set HEDI targets at a meeting at the beginning of the school year from among the achievement measures selected for the local component of the score as listed in Section 8.2. Each of these measures will be scored out of 15 or 20 as applicable, and the percentage of students meeting the target will be combined into a single HEDI category and score. Rounding rules will apply.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Monday, March 24, 2014

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9.1) Principal Practice Rubric

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

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

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Multidimensional Principal Performance Rubric (MPPR) is scored summatively based upon observable evidence, following multiple school visits and written feedback. The score is then calculated by multiplying the share coefficient by the indicator evaluation score. The indicator scores are summed to equal the MPPR total score. The MPPR score is then converted into the HEDI score.

In consultation with the Superintendent, principals will have the opportunity to increase one domain by five (5) points while decreasing all other domains by one (1) point (weighted option). In consultation with the Superintendent, principals in schools with the same grade configuration shall agree to weighting the same domain in a transparent and comparable process. The same procedure is followed for the weighted option which adds the weight to the MPPR formula (see excel worksheet with 3 tabs, titled Scoring and Conversion Worksheets for Rubric to HEDI).

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/5143/133047-pMADJ4gk6R/Scoring and Conversion Worksheets for Rubric to HEDI 082812.xlsx](#)

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

Highly Effective: Overall performance and results exceed standards.	The MPPR Rubric has four performance rating categories that align with the rating of highly effective. The rubric is highly diagnostic in nature enabling users to gather fine-grained data on specific leadership
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	behaviors as well as clustered information on the six ISSLC domains and the 6 MPPR dimensions of culture, capacity building, goal setting, strategic planning, instructional program and sustainability.
Effective: Overall performance and results meet standards.	The MPPR Rubric has four performance rating categories that align with the rating of effective. The rubric is highly diagnostic in nature enabling users to gather fine-grained data on specific leadership behaviors as well as clustered information on the six ISSLC domains and the 6 MPPR dimensions of culture, capacity building, goal setting, strategic planning, instructional program and sustainability.
Developing: Overall performance and results need improvement in order to meet standards.	The MPPR Rubric has four performance rating categories that align with the rating of developing. The rubric is highly diagnostic in nature enabling users to gather fine-grained data on specific leadership behaviors as well as clustered information on the six ISSLC domains and the 6 MPPR dimensions of culture, capacity building, goal setting, strategic planning, instructional program and sustainability.
Ineffective: Overall performance and results do not meet standards.	The MPPR Rubric has four performance rating categories that align with the rating of ineffective. The rubric is highly diagnostic in nature enabling users to gather fine-grained data on specific leadership behaviors as well as clustered information on the six ISSLC domains and the 6 MPPR dimensions of culture, capacity building, goal setting, strategic planning, instructional program and sustainability.

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

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, August 15, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/140644-Df0w3Xx5v6/PIP Form Hewlett-Woodmere.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Appeals shall be limited to those evaluations which have resulted in a rating of ineffective or developing;
2. Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:
 - (1) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
 - (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
 - (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
 - (4) the school district's issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-c;
3. A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived;
4. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief;
5. All appeals must be submitted in writing no later than fifteen (15) calendar days from the date when the principal receives, dates and signs his or her annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) calendar days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned;
6. Within five (5) calendar days of receipt of an appeal, the Superintendent shall schedule a meeting with the principal, and shall include the Assistant Superintendent for Curriculum and Instruction. The principal shall have a right to be accompanied by a union representative, who shall attend as a silent observer;
7. Within fifteen (15) calendar days of receipt of an appeal, the Superintendent must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response;
8. The determination of the Superintendent as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum;
9. Time frames may be extended by mutual agreement between the Superintendent and the Association, for extenuating circumstances only;
10. Procedural issues shall be subject to contractual grievance procedures.

The entire process will be conducted in a timely and expeditious manner in accordance with the requirements of Education Law 3012-c.

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

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

The Superintendent of Schools serves as the lead evaluator of principals; assistant superintendents assist in conducting observations and/or assessments as part of principal evaluation. All evaluators of principals will complete a two-day training course provided by Nassau BOCES that meets the requirements prescribed in the Commissioner's Regulations and will be certified to conduct evaluations. Evaluators will be trained in the nine elements prescribed in Section 30-2.9 of the Rules of the Board of Regents:

- NYS Leadership Standards, and their related functions
- Evidence-based observation techniques grounded in research;
- Application and use of the student growth percentile model and the value-added growth model;
- Application and use of the Multidimensional Principal Performance Rubric (MPPR), including training on the effective application of the rubric to observe a principal's practice;
- Application and use of any assessment tools that the school district utilizes to evaluate its principals, including but not limited to, structured portfolio reviews;
- Application and use of any State-approved locally-selected measures of student achievement used by the school district to evaluate its principals;
- Use of the Statewide Instructional Reporting System;
- Scoring methodology utilized by the Department and/or the District to evaluate a principal, 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;
- Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Evaluators will be fully trained before conducting any part of an evaluation and will have an annually facilitated opportunity to

calibrate their ratings against the rubric, achieving re-certification from the District, in a one-day training to ensure inter-rater reliability. Prior to the beginning of each school year, principals will participate in a training session or meeting that will review the principal evaluation process including the use of the Multidimensional Principal Performance Rubric. Additional training will be offered at the discretion of the District and in consultation with principals.

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

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 Tuesday, April 30, 2013

Updated Monday, April 28, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/585938-3Uqgn5g9Iu/District Certification Form April 28, 2014_1.pdf](assets/survey-uploads/12158/585938-3Uqgn5g9Iu/District%20Certification%20Form%20April%2028,%202014_1.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.

HEDI CHART FOR ALL SUBJECTS/GRADES: Student Learning Objectives

HEDI Scoring		EFFECTIVE										DEVELOPING					INEFFECTIVE				
		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
95-100%	90-94%	85-89%	84%	83%	82%	81%	80%	79%	77-79%	75-76%	73-74%	70-72%	68-69%	66-67%	65%	64%	62-63%	60-61%	51-59%	21-50%	0-20%
<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>Highly Effective: 85-100% of students will meet or exceed their target goal on the summative assessment.</p> <p>Effective: 70% -84% of students will meet or exceed their target goal on the summative assessment.</p> <p>Developing: 60% - 69% of students will meet or exceed their target goal on the summative assessment.</p> <p>Ineffective: 59% or less of students will meet or exceed their target goal on the summative assessment.</p>																					

HEDI CHART FOR ALL SUBJECTS/GRADES: Locally Developed Measures of Student Achievement

HEDI Scoring

<p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p> <p>Highly Effective: 85-100% of students demonstrate mastery of 80% of the performance indicators.</p> <p>Effective: 70% -84% of students demonstrate mastery of 80% of the performance indicators.</p> <p>Developing: 60% - 69% of students demonstrate mastery of 80% of the performance indicators.</p> <p>Ineffective: 59% or less of students demonstrate mastery of 80% of the performance indicators.</p>																					
HED I Scoring	HIGHLY EFFECTIVE		EFFECTIVE								DEVELOPING					INEFFECTIVE					
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	90-94%	85-89%	84%	83%	82%	81%	80%	77-79%	75-76%	73-74%	70-72%	68-69%	66-67%	65%	64%	62-63%	60-61%	51-59%	21-50%	0-20%

**HEDI CHART FOR ALL SUBJECTS/GRADES:
Locally Developed Measures of Student Achievement with an Approved Value-Added Measure**

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

Highly Effective: 85-100% of students demonstrate mastery of 80% of the performance indicators.

Effective: 70% -84% of students demonstrate mastery of 80% of the performance indicators.

Developing: 60% - 69% of students demonstrate mastery of 80% of the performance indicators.

Ineffective: 59% or less of students demonstrate mastery of 80% of the performance indicators.

HEDI Scoring

	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING				INEFFECTIVE			
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	92-100%	85-91%	83-84%	82%	81%	80%	75-79%	70-74%	66-69%	65%	64%	62-63%	60-61%	51-59%	21-50%	0-20%

HEDI CHART FOR ALL SUBJECTS/GRADES: Locally Developed Measures of Student Achievement

HEDI Scoring		EFFECTIVE										DEVELOPING					INEFFECTIVE					
		20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>Highly Effective: 85-100% of students demonstrate mastery of 80% of the performance indicators.</p> <p>Effective: 70% -84% of students demonstrate mastery of 80% of the performance indicators.</p> <p>Developing: 60% - 69% of students demonstrate mastery of 80% of the performance indicators.</p> <p>Ineffective: 59% or less of students demonstrate mastery of 80% of the performance indicators.</p>		95-100%	90 - 94%	85 - 89%	84%	83%	82%	81%	80%	77-79%	75-76%	73-74%	70-72%	68-69%	66-67%	65%	64%	62-63%	60-61%	51-59%	21-50%	0 - 20%

Teachers, in collaboration with their principal, will set an achievement target. Based on the percentage of students meeting or exceeding the achievement target, a 0-20 HEDI score will result.

Levels of Performance and Assignment of the 60 points:

At least a majority (45) of the 60 points shall be based on classroom observations by the principal or other trained administrator, with any remaining points (15) allocated to structured review of teacher artifacts. Any remaining teaching standards not addressed in classroom observation shall be assessed at least once a year.

For each element measured via observations, summative review (tenured teachers), or portfolio review (non-tenured teachers), the teacher’s level of performance shall be rated Highly Effective, Effective, Developing, or Ineffective, following the criteria of *Danielson Framework for Teaching*, 2007 version. For each element, points will be awarded as follows:

<u>Rating</u>	<u>Points Awarded</u>
Highly Effective	4.000
Effective	3.000
Developing	2.000
Ineffective	1.000

The teacher’s overall “observed element average” (OEA) for all measured elements of performance shall then be calculated, and the 60 points for Other Measures of Teaching Effectiveness and Practice awarded as follows:

OEA Score:	1.000 - 1.499	1.500 – 2.499	2.500 – 3.499	3.500 or higher
Other Measures of Teaching Effectiveness and Practice points:	0-49, to scale*	50-56, to scale*	57-58, to scale*	59-60, to scale*

* “to scale” means calculated according to the following formulas:

1. For OEA Scores 1.000 – 1.499: Points = [(OEA Score – 1.000) / 0.499] x 49
2. For OEA Scores 1.500 – 2.499: Points = [(OEA Score – 1.500) x 6] + 50
3. For OEA Scores 2.500 – 3.499: Points = [(OEA Score – 2.500)] + 57
4. For OEA Scores 3.500 or higher Points = [(OEA Score – 3.500) / 0.50] + 59

APPENDIX A

Hewlett-Woodmere Public Schools

Teacher Improvement Plan (TIP)

Teacher: _____

Building: _____

Dept./Grade Level: _____

Date: _____

Supervising Administrator: _____

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

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

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

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

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

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

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

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

Teacher Signature:

Date:

Administrator Signature:

Date:

HWFA Representative Signature (if teacher selected HWFA Representation):

Date:

Meeting Log

Teacher Improvement Plan

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

Date	Meeting Summary	Signatures
------	-----------------	------------

Hewlett-Woodmere Public Schools
Teacher Improvement Plan (TIP)

Teacher: _____ Building: _____

Dept./Grade Level: _____ Date: _____

Supervising Administrator: _____

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

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

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

Teacher Signature: _____ Date: _____

Administrator
Signature: _____ Date: _____

HWFA
Representative
Signature (if teacher
selected HWFA
Representation): _____ Date: _____

**Meeting Log
Teacher Improvement Plan**

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

Date	Meeting Summary	Signatures

--	--	--

APPENDIX A

**HWPS HEDI CHART FOR ALL SUBJECTS/GRADES:
Student Learning Objectives**

HEDI Scoring	<p><i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i></p> <p>Highly Effective: 85-100% of students will meet or exceed their target goal on the summative assessment.</p> <p>Effective: 70% -84% of students will meet or exceed their target goal on the summative assessment.</p> <p>Developing: 60% -69% of students will meet or exceed their target goal on the summative assessment.</p> <p>Ineffective: 59% or less of students will meet or exceed their target goal on the summative assessment.</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	90 - 94%	85 – 89%	84%	83%	82%	81%	80%	77-79%	75-76%	73-74%	70-72%	68-69%	66–67%	65%	64%	62-63%	60-61%	51–59%	21–50%	0 – 20%

APPENDIX D

**HEDI CHART FOR ALL SUBJECTS/GRADES:
Locally Developed Measures of Student Achievement**

HEDI Scoring	<p><i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i></p> <p>Highly Effective: 85-100% of students demonstrate mastery of 80% of the performance indicators.</p> <p>Effective: 70% -84% of students demonstrate mastery of 80% of the performance indicators.</p> <p>Developing: 60% - 69% of students demonstrate mastery of 80% of the performance indicators.</p> <p>Ineffective: 59% or less of students demonstrate mastery of 80% of the performance indicators.</p>																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	95-100%	90 - 94%	85 – 89%	84%	83%	82%	81%	80%	77-79%	75-76%	73-74%	70-72%	68-69%	66–67%	65%	64%	62-63%	60-61%	51–59%	21–50%	0 – 20%

HEDI CHART FOR ALL SUBJECTS/GRADES: Locally Developed Measures of Student Achievement

HEDI Scoring	EFFECTIVE											DEVELOPING					INEFFECTIVE	
	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	84%	83%	82%	81%	80%	77-79%	73-74%	70-72%	68-69%	66-67%	65%	64%	62-63%	60-61%	51-59%	21-50%	0-20%	
90-94%	84%	83%	82%	81%	80%	77-79%	73-74%	70-72%	68-69%	66-67%	65%	64%	62-63%	60-61%	51-59%	21-50%	0-20%	

How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?

- Highly Effective: 85-100% of students demonstrate mastery of 80% of the performance indicators.
- Effective: 70% -84% of students demonstrate mastery of 80% of the performance indicators.
- Developing: 60% - 69% of students demonstrate mastery of 80% of the performance indicators.
- Ineffective: 59% or less of students demonstrate mastery of 80% of the performance indicators.

Note: see page 2 for explanation of HEDI point distribution for high school principal grades 9-12

*If the high school principal chooses any of the listed options below the process described will be the basis for HEDI point distribution.

Option (h)

- **Highly Effective:** 85-100% of students have 18 credits accumulated by the end of Grade 11
- **Effective:** 70% -84% of students have 18 credits accumulated by the end of Grade 11
- **Developing:** 60% - 69% of students have 18 credits accumulated by the end of Grade 11
- **Ineffective:** 59% or less of students have 18 credits accumulated by the end of Grade 11

Option (g)

- **Highly Effective:** 85-100% of students of the current year that have achieved a 65 or higher on one of the following predetermined examinations: the NYS Comprehensive English Regents, NYS Global History and Geography Regents, NYS US History and Government, Mathematics (NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Geometry Regents, NYS Algebra II and Trigonometry Regents and NYS Living Environment Regents).
- **Effective:** 70% -84% of students of the current year that have achieved a 65 or higher on one of the following predetermined examinations: the NYS Comprehensive English Regents, NYS Global History and Geography Regents, NYS US History and Government, Mathematics (NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Geometry Regents, NYS Algebra II and Trigonometry Regents and NYS Living Environment Regents).
- **Developing:** 60% - 69% of students of the current year that have achieved a 65 or higher on one of the following predetermined examinations: the NYS Comprehensive English Regents, NYS Global History and Geography Regents, NYS US History and Government, Mathematics (NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Geometry Regents, NYS Algebra II and Trigonometry Regents and NYS Living Environment Regents).
- **Ineffective:** 59% or less of students of the current year that have achieved a 65 or higher on one of the following predetermined examinations: the NYS Comprehensive English Regents, NYS Global History and Geography Regents, NYS US History and Government, Mathematics (NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Geometry Regents, NYS Algebra II and Trigonometry Regents and NYS Living Environment Regents).

Option (e)

- **Highly Effective:** 85-100% of students in the current cohort that graduate in four years.
- **Effective:** 70% -84% of students the current cohort that graduate in four years.
- **Developing:** 60% - 69% of students in the current cohort that graduate in four years.
- **Ineffective:** 59% or less of students in the current cohort that graduate in four years.

Option (f)

- **Highly Effective:** 85-100% of students in the current year cohort who earn a Regents diploma with advanced designation.
- **Effective:** 70% -84% of students in the current year cohort who earn a Regents diploma with advanced designation.
- **Developing:** 60% - 69% of students in the current year cohort who earn a Regents diploma with advanced designation.
- **Ineffective:** 59% or less of students in the current year cohort who earn a Regents diploma with advanced designation.

LOCAL ASSESSMENTS HEDI CHART FOR ALL SUBJECTS/GRADES WITH AN APPROVED VALUE-ADDED MEASURE

HEDI Scoring		How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?															
HEDI Scoring		HIGHLY EFFECTIVE					EFFECTIVE					DEVELOPING			INEFFECTIVE		
		15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	Highly Effective: 85-100% of students demonstrate mastery of 65% of the performance indicators.																
	Effective: 70% -84% of students demonstrate mastery of 65% of the performance indicators.																
	Developing: 60% - 69% of students demonstrate mastery of 65% of the performance indicators.																
	Ineffective: 59% or less of students demonstrate mastery of 65% of the performance indicators.																
92-100%	85-91%	83-84%	82%	81%	80%	75-79%	70-74%	66-69%	65%	64%	62-63%	60-61%	51-59%	21-	0-	%	%

weighted option

indicator	Enter Score Here	MPPR	indicator	Enter Score Here	MPPR	weights Increase absolute point value by 5 in one domain by decreasing all other domains by 1 point	Shared Vision of Learning	School Culture and Instructional Program	Safe, Efficient, Effective Learning Environment	Community	Integrity, Fairness, Ethics	Political, Social, Economic, Legal and Cultural Context					
1	1	0.69	1	4	2.75	1.455	0.91	0.91	0.91	0.91	0.91	4.00	2.50	2.50	2.50	2.50	2.50
2	1	0.69	2	4	2.75	1.455	0.91	0.91	0.91	0.91	0.91	4.00	2.50	2.50	2.50	2.50	2.50
3	1	0.69	3	4	2.75	1.455	0.91	0.91	0.91	0.91	0.91	4.00	2.50	2.50	2.50	2.50	2.50
4	1	0.69	4	4	2.75	1.455	0.91	0.91	0.91	0.91	0.91	4.00	2.50	2.50	2.50	2.50	2.50
5	1	0.63	5	4	2.70	0.963	1.19	1.0	1.0	1.0	1.0	2.60	3.20	2.60	2.60	2.60	2.60
6	1	0.63	6	4	2.70	0.963	1.19	1.0	1.0	1.0	1.0	2.60	3.20	2.60	2.60	2.60	2.60
7	1	0.63	7	4	2.70	0.963	1.19	1.0	1.0	1.0	1.0	2.60	3.20	2.60	2.60	2.60	2.60
8	1	0.63	8	4	2.70	0.963	1.19	1.0	1.0	1.0	1.0	2.60	3.20	2.60	2.60	2.60	2.60
9	1	0.63	9	4	2.70	0.963	1.19	1.0	1.0	1.0	1.0	2.60	3.20	2.60	2.60	2.60	2.60
10	1	0.63	10	4	2.70	0.963	1.19	1.0	1.0	1.0	1.0	2.60	3.20	2.60	2.60	2.60	2.60
11	1	0.63	11	4	2.70	0.963	1.19	1.0	1.0	1.0	1.0	2.60	3.20	2.60	2.60	2.60	2.60
12	1	0.63	12	4	2.70	0.963	1.19	1.0	1.0	1.0	1.0	2.60	3.20	2.60	2.60	2.60	2.60
13	1	0.63	13	4	2.70	0.963	1.19	1.0	1.0	1.0	1.0	2.60	3.20	2.60	2.60	2.60	2.60
14	1	0.63	14	4	2.70	0.963	1.19	1.0	1.0	1.0	1.0	2.60	3.20	2.60	2.60	2.60	2.60
15	1	0.70	15	4	2.80	0.929	0.93	1.36	0.93	0.93	0.93	2.60	2.60	3.80	2.60	2.60	2.60
16	1	0.70	16	4	2.80	0.929	0.93	1.36	0.93	0.93	0.93	2.60	2.60	3.80	2.60	2.60	2.60
17	1	0.70	17	4	2.80	0.929	0.93	1.36	0.93	0.93	0.93	2.60	2.60	3.80	2.60	2.60	2.60
18	1	0.70	18	4	2.80	0.929	0.93	1.36	0.93	0.93	0.93	2.60	2.60	3.80	2.60	2.60	2.60
19	1	0.70	19	4	2.80	0.929	0.93	1.36	0.93	0.93	0.93	2.60	2.60	3.80	2.60	2.60	2.60
20	1	0.67	20	4	2.67	0.875	0.88	0.88	1.63	0.88	0.88	2.33	2.33	2.33	4.33	2.33	2.33
21	1	0.67	21	4	2.67	0.875	0.88	0.88	1.63	0.88	0.88	2.33	2.33	2.33	4.33	2.33	2.33
22	1	0.67	22	4	2.67	0.875	0.88	0.88	1.63	0.88	0.88	2.33	2.33	2.33	4.33	2.33	2.33
23	1	0.67	23	4	2.67	0.938	0.94	0.94	0.94	1.31	0.94	2.50	2.50	2.50	2.50	3.50	2.50
24	1	0.67	24	4	2.67	0.938	0.94	0.94	0.94	1.31	0.94	2.50	2.50	2.50	2.50	3.50	2.50
25	1	0.67	25	4	2.67	0.938	0.94	0.94	0.94	1.31	0.94	2.50	2.50	2.50	2.50	3.50	2.50
26	1	0.67	26	4	2.67	0.938	0.94	0.94	0.94	1.31	0.94	2.50	2.50	2.50	2.50	3.50	2.50
27	1	0.67	27	4	2.67	0.938	0.94	0.94	0.94	1.31	0.94	2.50	2.50	2.50	2.50	3.50	2.50
28	1	0.67	28	4	2.67	0.938	0.94	0.94	0.94	1.31	0.94	2.50	2.50	2.50	2.50	3.50	2.50
29	1	0.67	29	4	2.67	0.875	0.88	0.88	0.88	0.88	1.63	2.33	2.33	2.33	2.33	2.33	4.33
30	1	0.67	30	4	2.67	0.875	0.88	0.88	0.88	0.88	1.63	2.33	2.33	2.33	2.33	2.33	4.33
31	1	0.67	31	4	2.67	0.875	0.88	0.88	0.88	0.88	1.63	2.33	2.33	2.33	2.33	2.33	4.33
1	1	1.00	1	4	4.00	1.00	1.0	1.0	1.0	1.0	1.0	4.00	4.00	4.00	4.00	4.00	4.00
2	1	1.00	2	4	4.00	1.00	1.0	1.0	1.0	1.0	1.0	4.00	4.00	4.00	4.00	4.00	4.00
3	1	1.00	3	4	4.00	1.00	1.0	1.0	1.0	1.0	1.0	4.00	4.00	4.00	4.00	4.00	4.00
4	1	1.00	4	4	4.00	1.00	1.0	1.0	1.0	1.0	1.0	4.00	4.00	4.00	4.00	4.00	4.00

The MPPR is calculated by multiplying the share coefficient by the indicator evaluation score. The indicator scores are summed to equal the MPPR. The MPPR is then converted into the HEDI score. The same procedure is followed for the weighted option which adds the weight to the MPPR formula.

25.00 MPPR SCORE
0.00 HEDI SCORE

(MPPR-25)*0.8

ineffective

100.0 MPPR SCORE
60.0 HEDI SCORE

highly effective

Unweighted

100	100	100	100	100	100
60.0	60.0	60.0	60.0	60.0	60.0
highly effective	highly effective	highly effective	highly effective	highly effective	highly effective
Shared Vision of Learning	School Culture and Instructional Program	Safe, Efficient, Effective Learning Environment	Community	Integrity, Fairness, Ethics	Political, Social, Economic, Legal and Cultural Context

Hewlett-Woodmere School District
Principal Improvement Plan

Principal _____ School year plan is based on _____ Assignment was _____

Assignment, ensuing school year _____

Date of related APPR (attach copy) _____ Date of PIP Conference _____

I. List area(s) to be improved, citing from principal's evaluation and correlating with District APPR criteria:

II. Specific objectives for self-improvement (activities and timeline):

III. District plan to assist principal to improve performance (activities and timeline):

IV. Criteria for measurement of progress:

V. Timeline for completion:

VI. Date for PIP to be evaluated:

Principal's Signature: _____ **Date:** _____

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Joyce M. Bisso 4/28/2014

Teachers Union President Signature: Date:

 4/28/2014

Administrative Union President Signature: Date:

R. O. B. 4/28/2014

Board of Education President Signature: Date:

 4/28/2014