



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

Commissioner of Education
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February 25, 2014

Revised

Rosmarie T. Bovino, Superintendent
Island Park Union Free School District
150 Trafalgar Boulevard
Island Park, New York 11558

Dear Superintendent Bovino:

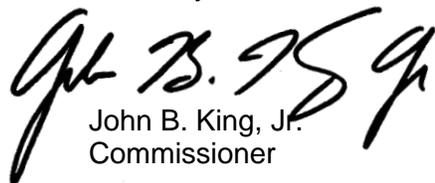
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

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 : 280231020000

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

280231020000

1.2) School District Name: ISLAND PARK UFSD

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

ISLAND PARK 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, February 24, 2014

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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	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	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.

Teachers will be assessing student growth based on pre-test (Measures of Academic Progress (Primary Grades) Fall) and summative post assessment data (Measures of Academic Progress (Primary Grades) Spring). Using the national growth projections as determined by Northwest Educational Association, individual student growth will be compared to these national standards. Teachers will receive a HEDI score based on the percentage of students that meet or exceed the established student growth targets as determined by the district administration. Teachers in grade 3 will use student data (Measures of Academic Progress (ELA) Fall) and use the Student Projected Performance measures as provided by Northwest Evaluation Association. This data will be used by the grade 3 teachers to develop a SLO, approved by the district, which sets individual growth targets for each student. Teacher scores will be determined by the percentage of students in their

class meeting or exceeding those individual growth targets. (See attached HEDI chart Tables A and B in 2.11)

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	K – 2 teachers receiving this designation will have 92% or more of all the students reaching their target growth based on the third-party assessment national benchmark for average growth compared to similar students. Grade 3 teachers must reach the same level of student growth (92% or more) using the growth goals in the teacher's SLO as described above.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K – 2 teachers receiving this designation will have between 55% and 91.99% of all the students reaching their target growth based on the third-party assessment national benchmark for average growth compared to similar students. Grade 3 teachers must reach the same level of student growth (between 55% and 91.99%) using the growth goals in the teacher's SLO as described above.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K – 2 teachers receiving this designation will have between 25% and 54.99% of all the students reaching their target growth based on the third-party assessment national benchmark for average growth compared to similar students. Grade 3 teachers must reach the same level of student growth (between 25% and 54.99%) using the growth goals in the teacher's SLO as described above.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	K – 2 teachers receiving this designation will have between 0% and 24.99% of all the students reaching their target growth based on the third-party assessment national benchmark for average growth compared to similar students. Grade 3 teachers must reach the same level of student growth (between 0% and 24.99%) using the growth goals in the teacher's SLO as described above.

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	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Teachers will be assessing student growth based on pre-test (Measures of Academic Progress (Primary Grades) Fall) and summative post assessment data (Measures of Academic
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2.11, below.

Progress (Primary Grades) Spring). Using the national growth projections as determined by Northwest Educational Association, individual student growth will be compared to these national standards. Teachers will receive a HEDI score based on the percentage of students that meet or exceed the established student growth targets as determined by the district administration. Teachers in grade 3 will use student data (Measures of Academic Progress (Math) Fall) and use the Student Projected Performance measures as provided by Northwest Evaluation Association. This data will be used by the grade 3 teachers to develop a SLO, approved by the district, which sets individual growth targets for each student. Teacher scores will be determined by the percentage of students in their class meeting or exceeding those individual growth targets. (See attached HEDI chart Tables A and B in 2.11)

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

K – 2 teachers receiving this designation will have 92% or more of all the students reaching their target growth based on the third-party assessment national benchmark for average growth compared to similar students. Grade 3 teachers must reach the same level of student growth (92% or more) using the growth goals in the teacher's SLO as described above.

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

K – 2 teachers receiving this designation will have between 55% and 91.99% of all the students reaching their target growth based on the third-party assessment national benchmark for average growth compared to similar students. Grade 3 teachers must reach the same level of student growth (between 55% and 91.99%) using the growth goals in the teacher's SLO as described above.

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

K – 2 teachers receiving this designation will have between 25% and 54.99% of all the students reaching their target growth based on the third-party assessment national benchmark for average growth compared to similar students. Grade 3 teachers must reach the same level of student growth (between 25% and 54.99%) using the growth goals in the teacher's SLO as described above.

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

K – 2 teachers receiving this designation will have between 0% and 24.99% of all the students reaching their target growth based on the third-party assessment national benchmark for average growth compared to similar students. Grade 3 teachers must reach the same level of student growth (between 0% and 24.99%) using the growth goals in the teacher's SLO as described above.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	State-approved 3rd party assessment	Measures of Academic Progress (Science)
7	State-approved 3rd party assessment	Measures of Academic Progress (Science)
	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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Grade 6 and 7 teachers will be assessing student growth based on pre-test (Measures of Academic Progress (Science) Fall) and summative post assessment data (Measures of Academic Progress (Science) Spring). Using the national growth projections as determined by Northwest Educational Association, individual student growth will be compared to these national standards. Teachers will receive a HEDI score based on the percentage of students that meet or exceed the established student growth targets as determined by the district administration. Teachers in grade 8 will use student data (Measures of Academic Progress (Science), classroom grades, and the results from a previous year's state science exam administered in the fall as a Pre-Assessment). This data will be used by the grade 8 teachers to develop a SLO, approved by the district, which sets individual growth targets for each student. Teacher scores will be determined by the percentage of students in their class meeting or exceeding those individual growth targets. (See attached HEDI chart Tables A and B in 2.11)</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Grade 6 and 7 science teachers receiving this designation will have 92% or more of all the students reaching their target growth. Grade 8 teachers must reach the same level of student growth (92% or more) using the growth goals in the teacher's SLO as described above.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Grade 6 and 7 science teachers receiving this designation will have between 55% and 91.99% of all the students reaching their target growth. Grade 8 teachers must reach the same level of student growth (between 55% and 91.99%) using the growth goals in the teacher's SLO as described above.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Grade 6 and 7 science teachers receiving this designation will have between 25% and 54.99% of all the students reaching their target growth. Grade 8 teachers must reach the same level of student growth (between 25% and 54.99%) using the growth goals in the teacher's SLO as described above.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Grade 6 and 7 science teachers receiving this designation will have between 0% and 24.99% of all the students reaching their target growth. Grade 8 teachers must reach the same level of student growth (between 0% and 24.99%) using the growth goals in the teacher's SLO as described above.</p>

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	Island Park UFSD Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Island Park UFSD Developed Grade 7 Social Studies Assessment

8	District, regional or BOCES-developed assessment	Nassau County Developed Grade 8 Social Studies Assessment
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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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers will be assessing student growth based on pre-test and summative post assessment data. Using the baseline data from the pre-assessments, teachers and principals will set individualized student growth targets based on the baseline student assessment data. These individual growth goals must be rigorous but reasonable based on individual student data and will be approved by the district. In grades 6 and 7, the summative exam will be the Island Park UFSD developed Social Studies assessments. In grade 8, the summative assessment will be the Nassau County regionally developed assessment. Teachers will receive a HEDI score based on the percentage of students that met the established individual student growth targets as defined in their SLO documents.</p> <p>(See attached HEDI chart Table B in 2.11)</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Grade 6 and 7 Social Studies teachers receiving this designation will have 92% or more of all the students reaching their target growth based on District developed assessments. Grade 8 teachers must reach the same level of student growth (92% or more) using the growth goals in the teacher's SLO as described above.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Grade 6 and 7 Social Studies teachers receiving this designation will have between 55% and 91.99% of all the students reaching their target growth based on District developed assessments. Grade 8 teachers must reach the same level of student growth (between 55% and 91.99%) using the growth goals in the teacher's SLO as described above.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Grade 6 and 7 Social Studies teachers receiving this designation will have between 25% and 54.99% of all the students reaching their target based on District developed assessments. Grade 8 teachers must reach the same level of student growth (between 25% and 54.99%) using the growth goals in the teacher's SLO as described above.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Grade 6 and 7 Social Studies teachers receiving this designation will have between 0% and 24.99% of all the students reaching their target growth based on District developed assessments. Grade 8 teachers must reach the same level of student growth (between 0% and 24.99%) using the growth goals in the teacher's SLO as described above.</p>

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	Not applicable	Not applicable; K-8 district

	Social Studies Regents Courses	Assessment
Global 2	Not applicable	Not applicable
American History	Not applicable	Not applicable

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.	Not applicable; K-8 district
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable; K-8 district
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable; K-8 district
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable; K-8 district
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable; K-8 district

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	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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.	Not applicable; K-8 district
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable; K-8 district

Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable; K-8 district
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable; K-8 district
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable; K-8 district

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	Not applicable	Not applicable
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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.	Not applicable; K-8 district
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable; K-8 district
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable; K-8 district
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable; K-8 district
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable; K-8 district

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	Not applicable	Not applicable; K-8 district
Grade 10 ELA	Not applicable	Not applicable; K-8 district
Grade 11 ELA	Not applicable	Not applicable; K-8 district

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.	Not applicable; K-8 district
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Not applicable; K-8 district
Effective (9 - 17 points) Results meet District goals for similar students.	Not applicable; K-8 district
Developing (3 - 8 points) Results are below District goals for similar students.	Not applicable; K-8 district
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Not applicable; K-8 district

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
All Art Courses	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific Art Assessment
All General Music Courses	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific Music Assessment
All PE Courses	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific PE Performance Assessment
All Health Courses	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific Health Assessment
All Family and Consumer Science courses	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific F & CS Assessment
All FLES courses	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific FLES Assessment
Discovery Gifted and Talented Course	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific Discovery Assessment
All Instructional Music	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific Instructional Music Assessment
All Choral Music	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific Choral Music Assessment
All Technical Education	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific Technical Education Assessment
All Computer Courses	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific Computer Education Assessment
ALL Elementary Self Contained Classes.	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific Special Education Assessment

Grades 6 and 7 Spanish	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific Spanish Assessment
Grade 8 Spanish	District, Regional or BOCES-developed	Nassau County BOCES developed Course and Grade Specific Spanish Assessment
Library Elementary Grades K - 2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
All ESL Courses	State Assessment	NYSESLAT
Library Grade 5	School/BOCES-wide/group/team results based on State	Grade Specific NYS ELA and Math State Assessments
Library Elementary Grades 3 - 4	State-approved 3rd party assessment	Measures of Academic Progress (ELA)
Accelerated Grade 8 Math	State Assessment	New York State Common Core and Integrated Algebra Regents Assessment
All Other Teachers Not Named Above	District, Regional or BOCES-developed	Island Park UFSD developed Course and Grade Specific Assessments

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.

Growth using Comparable Measures: All students will be given a pre-assessment at the beginning of the course. A class roster will be completed which lists these pre-assessment scores. Teachers, in collaboration with the district administration, will develop individual student growth targets using this baseline information and historical data. Consideration will be given for students who are ELL and/or SWD. At the conclusion of the course, a summative evaluation will be given and the scores recorded on these rosters. The results of the two exams will be compared to see if each student has met the District determined summative (i.e. growth) targets. Teacher scores will be determined by the percentage of students in each class meeting or exceeding those individual growth targets. The attached table (2.11) will be used for each class. Teachers who have multiple classes will have their final HEDI score calculated by using a weighted average of their individual class scores. Teachers of grade 5 library will receive a HEDI score based on the State Provided Growth score and calculated in proportion to the number of students in these classes. For as long as the ESEA waiver is in effect, grade 8 accelerated Math students will only take the Regents Exam in mathematics. Our students in these classes only, will be given both the Common Core and the Integrated Algebra Regents Exams. Individual student growth targets will be assessed based on the higher of the two scores. In the event that fewer than 50% of the teacher's students take the grade 8 NYS Common Core Assessment in Mathematics and/or the teacher does not meet the minimum "n" size requirement, then the teachers who have these classes will have their final HEDI score calculated by weighting proportionally the average of these classes and their other individual class scores. (See attached HEDI chart Table B in 2.11)

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 92% or more of all the students reaching their target growth based on the comparative measures of growth as described above. For teachers using state provided growth scores, see table B2 in upload 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 55% and 91.99% of all the students reaching their target growth based on the comparative measures of growth as described above. For teachers using state provided growth scores, see table B2 in upload 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 25% and 54.99% of all the students reaching their target growth based on the comparative measures of growth as described above. For teachers using state provided growth scores, see table B2 in upload 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have between 0% and 24.99% of all the students reaching their target growth based on the comparative measures of growth as described above. For teachers using state provided growth scores, see table B2 in upload 2.11.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/590553-TXEttx9bQW/Section 2 Chart 20 points Table A and B B2 REVISED 2.doc

2.12) Locally Developed Controls

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

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

Adjustments to a teacher's HEDI score will be made for student prior academic history, students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

In order to mitigate potentially problematic incentives associated with such controls, the District will ensure that established school level procedures are utilized by the principal for setting teacher rosters. This ensures that students with significant prior academic histories, students with disabilities, English language learners and students in poverty are placed and spread out amongst teachers' rosters to the extent practical and possible, given school size, classroom sections and scheduling factors. Furthermore, teachers do not

have input into setting their class rosters.

Using these four sub-groups, if greater than 40% of a teacher's student roster falls into these categories, the teacher's HEDI score may be adjusted by 1 point. If greater than 50% of a teacher's student roster falls into these categories, the teacher's HEDI score may be adjusted by 2 points. No teacher's score will be adjusted by more than 2 points.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers in grades 4 through 8 will be assessing student achievement based on the exams administered in the spring, Measures of Academic Progress (ELA). NWEA provides us with data based on national standards and reflected in individual student results along with class totals. Teacher scores will be based on the overall percentage of projected achievement that was met or exceeded for each class. This score is arrived at by adding the total actual achievement of the students in each class and then dividing this result by the total expected achievement as determined by NWEA based on actual nation-wide results. This percentage is then used with the attached look-up HEDI tables to determine a HEDI score for each class. (See attached HEDI chart Table C (15 Points) in 3.3 When a Value Added Measure is Implemented, See Table D (20 Points) Until a Value Added Measure is Implemented)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4 - 8 teachers receiving this designation will have 92% or more of all the projected student achievement scores obtained.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4 - 8 teachers receiving this designation will have between 55% and 91.99% of all the projected student achievement scores obtained.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4 - 8 teachers receiving this designation will have between 25% and 54.99% of all the projected student achievement scores obtained.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 4 - 8 teachers receiving this designation will have between 0% and 24.99% of all the projected student achievement scores obtained.

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	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Teachers in grades 4 through 8 will be assessing student achievement based on the exams administered in the spring, Measures of Academic Progress (Math). NWEA provides us with data based on national standards and reflected in individual student results along with class totals. Teacher scores will be based on the overall percentage of projected achievement that was met or exceeded for each class. This score is arrived at by adding the total actual achievement of the students in each class and then dividing this result by the total expected achievement as determined by NWEA based on actual nation-wide results. This percentage is then used with the attached look-up HEDI tables to determine a HEDI score for each class. (See attached HEDI chart Table C (15 Points) in 3.3 When a Value Added Measure is Implemented, See Table D (20 Points) Until a Value Added Measure is Implemented)</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade 4 - 8 teachers receiving this designation will have 92% or more of all the projected student achievement scores obtained.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade 4 - 8 teachers receiving this designation will have between 55% and 91.99% of all the projected student achievement scores obtained.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade 4 - 8 teachers receiving this designation will have between 25% and 54.99% of all the projected student achievement scores obtained.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade 4 - 8 teachers receiving this designation will have between 0% and 24.99% of all the projected student achievement scores obtained.</p>

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/590554-rhJdBgDruP/Section 3.3 Tables C and D Revised 2_1.doc

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

Growth or achievement measure(s) from these options.

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Teachers in grades K through 1 will be assessing student achievement based on the exams administered in the spring, Measures of Academic Progress (Primary Grades). Teachers in grades 2 and 3 will be assessing student achievement based on the exams administered in the spring, Measures of Academic Progress (ELA). NWEA provides us with data based on national standards and reflected in individual student results along with class totals. Teacher scores will be based on the overall percentage of projected achievement that was met or exceeded for each class. This score is arrived at by adding the total actual achievement of the students in each class and then dividing this result by the total expected achievement as determined by NWEA based on actual nation-wide results. This percentage is then used with the attached look-up HEDI tables to determine a HEDI score for each class. (See attached HEDI chart Table D in 3.13)</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade K - 3 teachers receiving this designation will have 92% or more of all the projected student achievement scores obtained.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade K - 3 teachers receiving this designation will have between 55% and 91.99% of all the projected student achievement scores obtained.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade K - 3 teachers receiving this designation will have between 25% and 54.99% of all the projected student achievement scores obtained.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade K - 3 teachers receiving this designation will have between 0% and 24.99% of all the projected student achievement scores obtained.</p>

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	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
1	4) State-approved 3rd party assessments	Measures of Academic Progress (Primary Grades)
2	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Teachers in grades K through 1 will be assessing student achievement based on the exams administered in the spring, Measures of Academic Progress (Primary Grades). Teachers in grades 2 and 3 will be assessing student achievement based on the exams administered in the spring, Measures of Academic Progress (Math). NWEA provides us with data based on national standards and reflected in individual student results along with class totals. Teacher scores will be based on the overall percentage of projected achievement that was met or exceeded for each class. This score is arrived at by adding the total actual achievement of the students in each class and then dividing this result by the total expected achievement as determined by NWEA based on actual nation-wide results. This percentage is then used with the attached look-up HEDI tables to determine a HEDI score for each class. (See attached HEDI chart Table D in 3.13)</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade K - 3 teachers receiving this designation will have 92% or more of all the projected student achievement scores obtained.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade K - 3 teachers receiving this designation will have between 55% and 91.99% of all the projected student achievement scores obtained.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade K - 3 teachers receiving this designation will have between 25% and 54.99% of all the projected student achievement scores obtained.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Grade K - 3 teachers receiving this designation will have between 0% and 24.99% of all the projected student achievement scores obtained.</p>

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	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Science)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers in grades 6 through 8 Science will be assessing student achievement based on the exams administered in the spring, Measures of Academic Progress (Science). NWEA provides us with data based on national standards and reflected in individual student results along with class totals. Teacher scores will be based on the overall percentage of projected achievement that was met or exceeded for each class. This score is arrived at by adding the total actual achievement of the students in each class and then dividing this result by the total expected achievement as determined by NWEA based on actual nation-wide results. This percentage is then used with the attached look-up HEDI tables to determine a HEDI score for each class. (See attached HEDI chart Table D in 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6 - 8 science teachers receiving this designation will have 92% or more of all the projected student achievement scores obtained.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6 - 8 science teachers receiving this designation will have between 55% and 91.99% of all the projected student achievement scores obtained.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6 - 8 science teachers receiving this designation will have between 25% and 54.99% of all the projected student achievement scores obtained.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6 - 8 science teachers receiving this designation will have between 0% and 24.99% of all the projected student achievement scores obtained.

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	Island Park UFSD Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Island Park UFSD Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Nassau County Developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will be assessing student achievement based on pre-test and summative post assessment data. Using the baseline data from the pre-assessments, teachers and principals will set individualized student achievement targets. These individual
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achievement targets must be rigorous but reasonable based on individual student data and historical academic information. These targets will be different than the growth targets in section 2.5, listed on class rosters, and approved by the district. In grades 6 and 7, the summative exam will be the Island Park UFSD developed Social Studies assessments. In grade 8, the summative assessment will be the Nassau County regionally developed assessment. Teachers will receive a HEDI score based on the percentage of students that met the established individual student achievement targets as defined in their SLO documents.

(See attached HEDI chart Table E in 3.13)

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6 - 8 Social Studies teachers receiving this designation will have 92% or more of all the students reaching their target achievement as described above.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6 - 8 Social Studies teachers receiving this designation will have between 55% and 91.99% of all the students reaching their target achievement as described above.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6 - 8 Social Studies teachers receiving this designation will have between 25% and 54.99% of all the students reaching their target achievement as described above.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Grade 6 - 8 Social Studies teachers receiving this designation will have between 0% and 24.99% of all the students reaching their target achievement as described above.

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	Not applicable	Not applicable; K-8 district
Global 2	Not applicable	Not applicable; K-8 district
American History	Not applicable	Not applicable; K-8 district

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.

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

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	Not applicable	Not applicable; K-8 district
Earth Science	Not applicable	Not applicable; K-8 district
Chemistry	Not applicable	Not applicable; K-8 district
Physics	Not applicable	Not applicable; K-8 district

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

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	Not applicable	Not applicable; K-8 district
Geometry	Not applicable	Not applicable; K-8 district
Algebra 2	Not applicable	Not applicable; K-8 district

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.

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

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	Not applicable	Not applicable; K-8 district
Grade 10 ELA	Not applicable	Not applicable; K-8 district
Grade 11 ELA	Not applicable	Not applicable; K-8 district

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.

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

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 Art Courses	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific Art Assessment
All General Music Courses	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific Music Assessment
All PE Courses	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific PE Performance Assessment
All Health Courses	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific Health Assessment
All Family and Consumer Science courses	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific F & CS Assessment
All FLES courses	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific FLES Assessment
Discovery Gifted and Talented Course	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific Discovery Assessment
All Instructional Music	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific Instructional Music Assessment
All Choral Music	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific Choral Music Assessment

All Technical Education	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific Technical Education Assessment
All Computer Courses	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific Computer Education Assessment
ALL Elementary Self Contained Classes.	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific Special Education Assessment
Grades 6 and 7 Spanish	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific Spanish Assessment
Grade 8 Spanish	5) District/regional/BOCES–developed	Nassau County BOCES developed Course and Grade Specific Spanish Assessment
Library Elementary Grades K - 2	4) State-approved 3rd party	Measures of Academic Progress (Primary Grades)
All ESL Courses	3) Teacher specific achievement/growth score computed locally	NYSESLAT
Library Grade 5	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Library Elementary Grades 3 - 4	4) State-approved 3rd party	Measures of Academic Progress (ELA)
Accelerated Grade 8 Math	4) State-approved 3rd party	Measures of Academic Progress (Math)
All Other Teachers Not Named Above	5) District/regional/BOCES–developed	Island Park UFSD developed Course and Grade Specific Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers, in collaboration with the district administration, will develop individual student achievement targets using baseline information from pre-assessments when available, historical academic data and other information that is included in the SLO documents. These targets will be different than the growth targets in section 2.10, listed on class rosters, and approved by the district. Consideration will be given for students who are ELL and/or SWD. At the conclusion of the course, a summative evaluation will be given and the scores recorded on these rosters. Teacher scores will be determined by the percentage of students in each class meeting or exceeding those individual achievement targets. The attached table E (3.13) will be used for each class. Teachers who have multiple classes will have their final HEDI score calculated by using a weighted average of their individual class scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 92% or more of all the students reaching their achievement targets as evaluated by the assessments specified for each teacher and as described above.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 55% to 91.99% of all the students reaching their achievement targets as evaluated by the assessments specified for each teacher and as described above.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 25% to 54.99% of all the students reaching their achievement targets as evaluated by the assessments specified for each teacher and as described above.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers receiving this designation will have 0% to 24.99% of all the students reaching their achievement targets as evaluated by the assessments specified for each teacher and as described above.

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/12149/590554-y92vNseFa4/Section 3.13 Tables D and E REVISED 2_1.doc

3.14) Locally Developed Controls

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

Adjustments to a teacher's HEDI score will be made for student prior academic history, students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including those in these four groups. The adjustments will be focused on measuring results following the same general model and approach used by SED.

In order to mitigate potentially problematic incentives associated with such controls, the District will ensure that established school level procedures are utilized by the principal for setting teacher rosters. This ensures that students with significant prior academic histories, students with disabilities, English language learners and students in poverty are placed and spread out amongst teachers' rosters to the extent practical and possible, given school size, classroom sections and scheduling factors. Furthermore, teachers do not have input into setting their class rosters.

Using these four sub-groups, if greater than 40% of a teacher's student roster falls into these categories, the teacher's HEDI score may be adjusted by 1 point. If greater than 50% of a teacher's student roster falls into these categories, the teacher's HEDI score may be adjusted by 2 points. No teacher's score will be adjusted by more than 2 points.

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.

Any teacher whose assignment requires multiple locally selected measures will receive a single subcomponent HEDI category and score. A HEDI score will be assigned for each measure and these HEDI scores will be averaged proportionally based on the number of students in each measure. Normal rounding rules will apply but in no way will rounding allow for the HEDI category to change.

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 Tuesday, February 11, 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.)

Marzano's Causal Teacher Evaluation Model

(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]	60
--	----

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The District uses a combination of Formal Observation(s), Walk Through Observation(s), and other measures of teacher performance consistent with the Marzano Causal Teacher Evaluation Model. This model includes four main Domains. Each domain contains a number of teaching elements. Each element in the model will be evaluated within a range of 1 to 4 points. Although all four domains are important and evaluated, the final teacher rating is a weighted average: Domain 1 (Classroom Strategies and Behaviors – 41 Elements) will count 65%;

Domain 2 (Planning and Preparing – 8 Elements) will count 15%;
 Domain 3 (Reflecting on Teaching – 5 Elements) will count 10%;
 Domain 4 (Collegiality and Professionalism - 6 Elements) will count 10%.

Multiple evaluations will contribute to the rating in each Domain. The district uses an on-line program, iObservation, which parallels the Marzano Model exactly and allows the administrators to complete the observations at their website. This allows the observations to be shared with the teacher and other administrators very effectively. The system also gathers all the scores and very accurately calculates an on-going score average (ranging from 1 to 4) using the weighted average as stated above. Each element is scored as it is observed and averaged together.

At the end of the year, teachers and administrators complete an end of the year final review, finalize the on-line program for the year and the final Marzano score is recorded.

Using the Table attached, the Marzano score (ranging from 1 to 4) is then converted to a score range from 0 to 60.

The rubric scores listed are the minimum scores needed to obtain the corresponding HEDI point value.

Please see chart.

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

assets/survey-uploads/12179/590555-eka9yMJ855/Section 4.5 Marzano Framework for Evaluation_1.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.	As per the Marzano Causal Teacher Evaluation Model as stated above, a weighted average of 3.50 to 4.00 will be considered Highly Effective. See Chart.
Effective: Overall performance and results meet NYS Teaching Standards.	As per the Marzano Causal Teacher Evaluation Model as stated above, a weighted average of 2.50 to 3.49 will be considered Effective. See Chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	As per the Marzano Causal Teacher Evaluation Model as stated above, a weighted average of 1.45 to 2.49 will be considered Developing. See Chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	As per the Marzano Causal Teacher Evaluation Model as stated above, a weighted average of 1.00 to 1.449 will be considered Ineffective. See Chart.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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)

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 student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/590557-Df0w3Xx5v6/Island Park-TIP-Area of Improvement Form Section 6.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:

Challenges in An Appeal

Appeals are limited to those identified by Education Law §3012-c, as follows:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews;
3. The adherence to the Commissioner's regulations, as applicable to such reviews;
4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews of improvement plans; and
5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the Teacher Improvement Plan (TIP).

Ratings That May Be Appealed

Appeals of annual professional performance reviews may be brought for Ineffective, Developing, or any rating tied to compensation. An appeal may only be initiated once a Teacher receives the overall composite score and rating.

Prohibition Against More than One Appeal

A Teacher may not file multiple appeals regarding the same performance review. The issuance of a Teacher Improvement Plan may prompt an appeal independent of the performance review. The implementation of a TIP may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

Burden of Proof

The burden shall be on the Principal to establish by the preponderance of the evidence that the rating given to the appellant was justified or that a TIP was appropriately issued and/or implemented.

Timeframe for Filing Appeal

All appeals shall be filed in writing by the Teacher to the Superintendent. The act of mailing the appeal shall constitute filing. An appeal of a performance review must be filed with the Island Park Faculty Association President, the building Principal and Superintendent no later than fifteen (15) business days of the date when the Teacher receives a final and complete annual professional performance review. If a Teacher is challenging the issuance of a TIP, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of a TIP shall be within fifteen (15) business days of the failure of the district to implement any component of the 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. An extension of the time in which to appeal may be granted by the Superintendent upon written request. Any extensions of time will still be timely and expeditious in accordance with Education Law 3012-c. When filing an appeal, the Teacher must submit a written description of the specific areas of disagreement over his or her performance review by the Principal, or the issuance and/or implementation of the terms of his or her TIP. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request. The performance review and/or TIP being challenged must also be submitted with the appeal.

Timeframe for District

Within ten (10) business days of receipt of an appeal, the Principal must submit a detailed written response along with all additional information to support his/her evaluation and rating. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed in the Superintendent's office shall not be considered on behalf of the Principal in the deliberations related to the resolution of the appeal. The Teacher initiating the appeal shall receive a copy of the response filed by the Principal in the Superintendent's office, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the Teacher up to the date of the hearing with the Principal.

Decision Process for Appeal

Within five (5) business days of the principal's response, the Teacher, President of the Island Park Faculty Association or his/her designee, the Principal, and Director of Pupil Personnel Services will meet to discuss the issues and to try to resolve the matter. The meeting shall be conducted in no more than one business day unless extenuating circumstances are present and the Principal agrees to a second day. If the parties cannot reach consensus and resolve the matter, an appeal may be made by the Teacher to the Superintendent within five (5) business days.

If they do reach consensus, the Principal must explain the consensual agreement in writing and file it with the Superintendent's office within 5 business days of the meeting. If they do not reach consensus, the Principal must explain his/her decision in writing and file it with the Superintendent's office within five (5) business days of the meeting. The Principal's decision stands as final unless the

Teacher decides to appeal it to the Superintendent.

The parties agree that:

- a. The Superintendent shall hear a Teacher's appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the request has been made in writing and received by the Superintendent.
- b. The Superintendent shall conduct a hearing, which includes all parties (the Teacher, President of the Island Park Faculty Association or his/her designee, the Principal, and Director of Pupil Personnel Services) in no more than one business day unless extenuating circumstances are present and the Superintendent agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel or appear pro se;
- d. The parties (Teacher and Principal) shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- e. The Principal shall have the opportunity to present his/her case supporting the rating or TIP and then the Teacher may refute the presentation. This may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

Decision

A written decision on the merits of the appeal shall be rendered by the Superintendent no later than ten (10) business days from the close of the hearing. The Superintendent's decision is final.

The decision shall set forth in writing the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The Superintendent must affirm, set aside, or modify a Teacher's rating or TIP. A copy of the decision shall be provided to the Teacher, IPFA President, Principal and the Teacher.

Exclusivity

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a Teacher performance review or TIP. A Teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or TIP.

Other

1. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a Teacher's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
2. A Teacher who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A Teacher who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

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 ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified NYSED BOCES Network Team personnel or other NYSED certifying agents. Evaluator training can also occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this training throughout the year at a duration as offered by Nassau BOCES, or other recognized NYSED agents. Turn-key training will be provided for lead evaluators at a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards;
- Evidence-based observation;
- Application and use of Student Growth Percentile and Value Added Growth Model data;
- Application and use of the State-approved teacher or principal practice rubrics;
- Application and use of any assessment tools used to evaluate teachers and principals;
- Application and use of State-approved locally selected measures of student achievement;
- Use of Statewide Instructional Reporting System;
- Scoring methodology used to evaluate teachers and principals or the equivalent offered through the iObservation Marzano Teacher

Evaluation Rubric Training;
and

- Specific considerations in evaluating teachers and principals of English language learners (“ELLS”) and students with disabilities.

The District will work with the Nassau BOCES Network Team to ensure that lead evaluators/evaluators maintain inter-rater reliability over time and that they are re-certified on an as needed basis. The Island Park Board of Education will review the training and course work completed and submitted by each lead evaluator/evaluator annually and certify each through a Board Resolution.

Training will consist of a minimum of 5 hours per year.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Monday, February 24, 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):

5- 8

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K - 4	State assessment	New York State developed Grades 3 and 4 ELA and Math Assessments
K - 4	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

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.	Growth Targets are based on pre-test (Measures of Academic Progress Fall) and summative post assessment data (Measures of Academic Progress Spring). Using the national growth projections as determined by Northwest Educational Association, individual student growth will be compared to these national standards. The Superintendent and the Building Principal will work in collaboration to set the targets. The Principals will receive a HEDI score based on the percentage of students that meet or exceed the established student growth targets as determined by the district administration. Principals of grade 3 will use student data (Measures of Academic Progress Fall) as the pre-assessment and use the Student Projected Performance measures as provided by Northwest Evaluation Association to set individual growth targets. The NYS Grade 3 and Grade 4 ELA and Math Assessments are the final assessment in Grade 3 and Grade 4. In the case of the
--	--

Elementary School, using the percentage of students meeting the target on the K-3 assessments, a HEDI score will be assigned for each grade level. A single HEDI score will then be calculated proportionately based on the number of students within each SLO with the state provided growth score for grade 4 to achieve a single score.

The scale is shown in 7.3. Table G. Principals can achieve all scale points from 0-20.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals receiving this designation will have 92% or more of all the students reaching their target growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals receiving this designation will have between 55% and 91.99% of all the students reaching their target growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals receiving this designation will have between 25% and 54.99% of all the students reaching their target growth.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals receiving this designation will have between 0% and 24.99% of all the students reaching their target growth.

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/12156/590558-lha0DogRNw/Section 7.3 Chart 20 points Table G Revised 2.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.

Adjustments to a principal's HEDI score will be made for student prior academic history, students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including those in these four groups. The adjustments will be focused on measuring results following the same general model and approach used by SED.

Since we only have one elementary and one middle school, there is no need to mitigate potentially problematic incentives associated with setting rosters and spreading out the students amongst Principals' rosters.

Using these four sub-groups, if greater than 40% of a grade level student roster falls into these categories, the principal's HEDI score may be adjusted by 1 point. If greater than 50 % of a grade level student roster falls into these categories, the principal's HEDI score may be adjusted by 2 points. No principal's score will be adjusted by more than 2 points.

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)

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Updated Monday, February 24, 2014

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The targets for the locally selected measures will be determined collaboratively between the Superintendent and Building Principal. For the Grade 5-8 building the achievement will be based upon the results of the NWEA exams in both Math and ELA based on the percentage of students who meet or exceed the achievement targets as compared to National Norms as set by NWEA. The results on the NWEA exams administered in the Spring of each year will be used for these calculations. The percentage of students meeting the achievement target will be converted to a scale score of 0-20 points for each grade. Each grade score will be weighted proportionately based on the number of students within each grade to achieve a single score. Normal rounding rules will apply. The negotiated scale is shown in Table H in 8.1. Principals can achieve all scale points from 0-20. The 20 point scale will be used until a Value Added Measure is approved. Once a Value added measure is approved, the scale points from 0 – 15 will be used – Table I in 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have 92% or more of all the students reaching their target achievement based on the third-party assessment national benchmark for achievement.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Principals receiving this designation will have between 55% and 91.99% of all the students reaching their target achievement

grade/subject.	based on the third-party assessment national benchmark for achievement.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have between 25% and 54.99% of all the students reaching their target achievement based on the third-party assessment national benchmark for achievement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have between 0% and 24.99% of all the students reaching their target achievement based on the third-party assessment national benchmark for achievement.

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/12190/590559-qBFVOWF7fC/Section 8.1 Tables H and I REVISED_1.doc

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed*

in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 4	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Primary Grades)
K - 4	(d) measures used by district for teacher evaluation	Measures of Academic Progress (ELA, Math)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>The targets for the locally selected measures will be determined collaboratively between the Superintendent and Building Principal. For the Grade K – 4 building the achievement will be based upon the results of the NWEA exams in both Math and ELA based on the percentage of students who meet or exceed the achievement targets as compared to National Norms as set by NWEA. The results on the NWEA exams administered in the Spring of each year will be used for these calculations. The percentage of students meeting the achievement target will be converted to a scale score of 0-20 points for each grade. Each grade score will be weighted proportionately based on the number of students within each grade to achieve a single score. Normal rounding rules will apply.</p> <p>The negotiated scale is shown in Table J in 8.2. Principals can achieve all scale points from 0-20.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have 92% or more of all the students reaching their target achievement based on the third-party assessment national benchmark for achievement.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals receiving this designation will have between 55% and 91.99% of all the students reaching their target achievement based on the third-party assessment national benchmark for achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Principals receiving this designation will have between 25% and 54.99% of all the students reaching their target achievement

grade/subject.

based on the third-party assessment national benchmark for achievement.

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

Principals receiving this designation will have between 0% and 24.99% of all the students reaching their target achievement based on the third-party assessment national benchmark for achievement.

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

(No response)

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

assets/survey-uploads/12190/590559-T8MIGWUvm1/Section 8.2 Table J REVISED_1.doc

8.3) Locally Developed Controls

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

Adjustments to a principal's HEDI score will be made for student prior academic history, students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings within the student population of the District and the reconstructive issues associated with providing appropriate instructional services to these students.

Instructional expectations and goals will be held constant for all students, including those in these four groups. The adjustments will be focused on measuring results following the same general model and approach used by SED.

Since we only have one elementary and one middle school, there is no need to mitigate potentially problematic incentives associated with setting rosters and spreading out the students amongst Principals' rosters.

Using these four sub-groups, if greater than 40% of a grade level student roster falls into these categories, the principal's HEDI score may be adjusted by 1 point. If greater than 50 % of a grade level student roster falls into these categories, the principal's HEDI score may be adjusted by 2 points. No principal's score will be adjusted by more than 2 points.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances | Assure that the application of locally developed controls will be rigorous, fair, and transparent

Check

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 19, 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.

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

Each principal will receive an "Other Measures of Effectiveness Score" out of 60 possible points based on the Marshall Rubric. The Superintendent will make a minimum of two official visits to a tenured principal's school and a minimum of three official visits to a probationary principal's school and will collect evidence on the rubric domains throughout the year. Using the rubric, the superintendent will circle the descriptor for each of sub-components that best matches the principal's performance on that sub-component.

Points will be assigned as indicated below. The Rubric shall be the NYSED-approved Marshall Rubric organized around the six (6) domains:

- A. Diagnosis & Planning
- B. Priority Management & Communication
- C. Curriculum & Data
- D. Supervision, Evaluation and Professional Development
- E. Discipline & Family Development
- F. Management and External Relations

The rubric uses a four level rating scale with the following labels and scores:

- Highly Effective 4.00
- Effective 3.00
- Developing 2.00
- Ineffective 1.00

Using all of the evidence collected and observed over multiple school visits in addition to the artifacts that are collected, (artifacts which are to support the rubric will be detailed between the lead evaluator and the individual principal), and point value shall then be determined for each domain. In the event that a sub-component is not evaluated, then the point values will be added and an average will be calculated based on the number of sub-components actually rated. The total score for each of the domains is averaged to determine the overall score. Using this average score a HEDI rating (out of a possible 60 points) will be calculated.

See table M in section 9.7 for a conversion of the average score to the possible 60 points.

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

assets/survey-uploads/12205/590560-pMADJ4gk6R/Table M Section 9.7 Marshall Framework Principals_1.doc

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

Highly Effective: Overall performance and results exceed standards.	Based on the Marshall Rubric as stated above, a score in the range of 3.50 to 4.00 will be rated Highly Effective. The overall performance of highly effective principals in the Island Park School District will result in a point allocation of 59 to 60.
Effective: Overall performance and results meet standards.	Based on the Marshall Rubric as stated above, a score in the range of 2.50 to 3.49 will be rated Effective. The overall performance of effective principals in the Island Park District will result in a point allocation of 57 to 58.
Developing: Overall performance and results need improvement in order to meet standards.	Based on the Marshall Rubric as stated above, a score in the range of 1.45 to 2.49 will be rated Developing. The overall performance of developing principals in the Island Park District will result in a point allocation of 50 to 56.
Ineffective: Overall performance and results do not meet standards.	Based on the Marshall Rubric as stated above, a score in the range of 1.00 to 1.449 will be rated Ineffective. The overall performance of Ineffective principals in the Island Park District will result in a point allocation of 0 to 49.

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	2

By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Thursday, February 06, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59 - 60
Effective	57 - 58
Developing	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 Wednesday, February 19, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/590562-Df0w3Xx5v6/Island Park-PIP Consolidated section 11.2_1.doc](#)

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:

Challenges in An Appeal

Appeals are limited to those identified by Education Law §3012-c, as follows:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews;
3. The adherence to the Commissioner's regulations, as applicable to such reviews;
4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews of improvement plans; and
5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the Principal Improvement Plan (PIP).

Ratings That May Be Appealed

Appeals of annual professional performance reviews may be brought for Ineffective, Developing, or any rating tied to compensation. An appeal may only be initiated once a Principal receives the overall composite score and rating.

Prohibition Against More than One Appeal

A Principal may not file multiple appeals regarding the same performance review. The issuance of a Principal Improvement Plan may prompt an appeal independent of the performance review. The implementation of a PIP may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

Burden of Proof

The burden shall be on the District to establish by the preponderance of the evidence that the rating given to the appellant was justified or that a PIP was appropriately issued and/or implemented.

Timeframe for Filing Appeal

All appeals shall be filed in writing by the Principal to the Superintendent. The act of mailing the appeal shall constitute filing. An appeal of a performance review must be filed with the Superintendent's office no later than fifteen (15) business days of the date when the Principal receives a final and complete annual professional performance review. If a Principal is challenging the issuance of a PIP, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of a PIP shall be within fifteen (15) business days of the failure of the district to implement any component of the 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. An extension of the time in which to appeal may be granted by the Superintendent upon written request. Any extensions of time will still be timely and expeditious in accordance with Education Law 3012-c.

When filing an appeal, the Principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her PIP. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Timeframe for District

Within ten (10) business days of receipt of an appeal, the District must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the District 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 District, and all additional information submitted with the response, at the same time the District files its response. Additional material supporting the challenges may be submitted by the Principal up to the date of the hearing.

Decision Process for Appeal

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals
The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer has is selected.
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- e. The Principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
- f. The District shall have the opportunity to present his/her case supporting the rating or PIP and then the Principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

Decision

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth in writing the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must affirm, set aside, or modify a District's rating or PIP. A copy of the decision shall be provided to the Principal and the District representative.

Exclusivity

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a Principal performance review or PIP. A Principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or PIP.

Other

1. The District and bargaining unit for the Principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by the last name.
3. The District and unit agree that hearing officers shall be paid no more than the average market rate for the hearing date, analysis of documents and production of the decision. This cost shall be the responsibility of the District.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a Principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the Principal or the conclusion of the appeal process described herein, whichever is later.
5. A Principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A Principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

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

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

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified NYSED BOCES Network Team personnel or other NYSED certifying agents. Evaluator training can also occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Evaluators will attend this training throughout the year at a duration as offered by Nassau BOCES, or other recognized NYSED agents. Turn-key training will be provided for lead evaluators at a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards;
- Evidence-based observation;
- Application and use of Student Growth Percentile and Value Added Growth Model data;
- Application and use of the State-approved teacher or principal practice rubrics;
- Application and use of any assessment tools used to evaluate teachers and principals;
- Application and use of State-approved locally selected measures of student achievement;
- Use of Statewide Instructional Reporting System;
- Scoring methodology used to evaluate teachers and principals or the equivalent offered through the iObservation Marzano Teacher

Evaluation Rubric Training.
and

• Specific considerations in evaluating teachers and principals of English language learners (“ELLS”) and students with disabilities. The District will work with the Nassau BOCES Network Team to ensure that lead evaluators/evaluators maintain inter-rater reliability over time and that they are re-certified on an as needed basis. The Island Park Board of Education will review the training and course work completed and submitted by each lead evaluator/evaluator annually and, upon completion, certify each through a Board Resolution. Training will consist of a minimum of 5 hours per year.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and 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 Tuesday, February 25, 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/12158/590563-3Uqgn5g9Iu/Section 12 - Feb 25 2014 Signatures.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.

Island Park Schools - Sections 2.2 – 2.3 - 2.4 – Table A

NWEA Growth Projections Based on National Norms 20% of Teacher Evaluation - Teachers Whose Scores Are Not Based On a VAM		
RANGES	HEDI Score	% of Students Who Met or Exceeded Growth Projections
0% to <25% of National Growth Average Ineffective	0	0 - 8.99%
	1	9 - 16.99%
	2	17 - 24.99%
25% to 54.99% of National Growth Average Developing	3	25 - 29.99%
	4	30 - 34.99%
	5	35 - 39.99%
	6	40 - 44.99%
	7	45 - 49.99%
	8	50 - 54.99%
55% - 91.99% of National Growth Average Effective	9	55 - 59.99%
	10	60 - 63.99%
	11	64 - 67.99%
	12	68 - 71.99%
	13	72 - 75.99%
	14	76 - 79.99%
	15	80 - 83.99%
	16	84 - 87.99%
	17	88 - 91.99%
92% or more of National Growth Average Highly Effective	18	92 - 94.99%
	19	95 - 97.99%
	20	98 - 100%

Island Park Schools - Sections 2.2 – 2.3 - 2.4 – 2.5 – 2.10 Table B

Teacher Local Assessment Growth Targets Set by SLO's 20% of Teacher Evaluation - Teachers Whose Scores Are Not Based On a VAM		
RANGES	HEDI Score	% of Students Who Met or Exceeded Growth Projections as Determined by Individual Assessment Targets
0% to <25% of Individual Growth Targets Ineffective	0	0 - 8.99%
	1	9 - 16.99%
	2	17 - 24.99%
25% to 54.99% of Individual Growth Targets Developing	3	25 - 29.99%
	4	30 - 34.99%
	5	35 - 39.99%
	6	40 - 44.99%
	7	45 - 49.99%
	8	50 - 54.99%
55% - 91.99% of Individual Growth Targets Effective	9	55 - 59.99%
	10	60 - 63.99%
	11	64 - 67.99%
	12	68 - 71.99%
	13	72 - 75.99%
	14	76 - 79.99%
	15	80 - 83.99%
	16	84 - 87.99%
	17	88 - 91.99%
92% or more of Individual Growth Targets Highly Effective	18	92 - 94.99%
	19	95 - 97.99%
	20	98 - 100%

Island Park Schools - Section – 2.10 Table B2

Conversion Chart for 25 Point State Growth Score to a 20 Point Scale		
RANGES	State Provided Growth Score	HEDI Score
Ineffective	0	0
	1	1
	2	2
Developing	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	8
Effective	10	9
	11	10
	12	11
	13	12
	14	13
	15	14
	16	15
	17	15
	18	16
	19	16
	20	17
Highly Effective	21	17
	22	18
	23	19
	24	20
	25	20

Island Park Schools

Sections 3.1 – 3.2 When a Value Added Measure is Implemented

Table C

Overall Percentage of Projected Achievement Met or Exceeded Based on NWEA National Achievement Projections - 15% of Teacher Evaluation - Teachers Whose Scores Are Based On a VAM		
RANGES	HEDI Score	% of Overall Achievement Obtained
0% to <24.99% of Overall Achievement Ineffective	0	0 - 8.99%
	1	9 - 16.99%
	2	17 - 24.99%
25% to 54.99% of Overall Achievement Developing	3	25 - 30.99%
	4	31 - 36.99%
	5	37 - 42.99%
	6	43 - 48.99%
	7	49 - 54.99%
55% - 91.99% of Overall Achievement Effective	8	55 - 60.99%
	9	61 - 66.99%
	10	67 - 73.99%
	11	74 - 79.99%
	12	80 - 85.99%
	13	86 - 91.99%
92% or more of Overall Achievement Highly Effective	14	92 - 96.99%
	15	97 - 100%

Island Park Schools
Sections 3.1- 3.2 Until a Value Added Measure is Implemented.

Table D

Overall Percentage of Projected Achievement Met or Exceeded Based on NWEA National Achievement Projections - 20% of Teacher Evaluation - Teachers Whose Scores Are Not Based On a VAM		
RANGES	HEDI Score	% of Overall Achievement Obtained
0% to 24.99% of Achievement Target Ineffective	0	0 - 8.99%
	1	9 - 16.99%
	2	17 - 24.99%
25% to 54.99% of Achievement Target Developing	3	25 - 29.99%
	4	30 - 34.99%
	5	35 - 39.99%
	6	40 - 44.99%
	7	45 - 49.99%
	8	50 - 54.99%
	55% - 91.99% of Achievement Target Effective	9
10		60 - 63.99%
11		64 - 67.99%
12		68 - 71.99%
13		72 - 75.99%
14		76 - 79.99%
15		80 - 83.99%
16		84 - 87.99%
17		88 - 91.99%
92% or more of Achievement Target Highly Effective	18	92 - 94.99%
	19	95 - 97.99%
	20	98 - 100%

Island Park Schools

Sections 3.4 – 3.5 – 3.6

Table D

Overall Percentage of Projected Achievement Met or Exceeded Based on NWEA National Achievement Projections - 20% of Teacher Evaluation - Teachers Whose Scores Are Not Based On a VAM		
RANGES	HEDI Score	% of Overall Achievement Obtained
0% to 24.99% of Achievement Target Ineffective	0	0 - 8.99%
	1	9 - 16.99%
	2	17 - 24.99%
25% to 54.99% of Achievement Target Developing	3	25 - 29.99%
	4	30 - 34.99%
	5	35 - 39.99%
	6	40 - 44.99%
	7	45 - 49.99%
	8	50 - 54.99%
55% - 91.99% of Achievement Target Effective	9	55 - 59.99%
	10	60 - 63.99%
	11	64 - 67.99%
	12	68 - 71.99%
	13	72 - 75.99%
	14	76 - 79.99%
	15	80 - 83.99%
	16	84 - 87.99%
	17	88 - 91.99%
92% or more of Achievement Target Highly Effective	18	92 - 94.99%
	19	95 - 97.99%
	20	98 - 100%

**Island Park Schools
Sections 3.7 – 3.12**

Table E

Teacher Local Assessment Achievement Targets Set by SLO's 20% of Teacher Evaluation - Teachers Whose Scores Are Not Based On a VAM		
RANGES	HEDI Score	% of Students Who Met or Exceeded Achievement Targets as Determined by Individual Assessment Targets
0% to <25% of Individual Achievement Targets Ineffective	0	0 - 8.99%
	1	9 - 16.99%
	2	17 - 24.99%
25% to 54.99% of Individual Achievement Targets Developing	3	25 - 29.99%
	4	30 - 34.99%
	5	35 - 39.99%
	6	40 - 44.99%
	7	45 - 49.99%
	8	50 - 54.99%
55% - 91.99% of Individual Achievement Targets Effective	9	55 - 59.99%
	10	60 - 63.99%
	11	64 - 67.99%
	12	68 - 71.99%
	13	72 - 75.99%
	14	76 - 79.99%
	15	80 - 83.99%
	16	84 - 87.99%
	17	88 - 91.99%
92% or more of Individual Achievement Targets Highly Effective	18	92 - 94.99%
	19	95 - 97.99%
	20	98 - 100%

Section 4.5 - Marzano Framework for Evaluation – Observations Conducted by Trained Administrators

Each item in the Marzano evaluation rubric will be scored in a range from 1 to 4.

The scores will then be averaged using the weighted averages in the table below.

Domain 1 - 41 elements	65%
Domain 2 – 8 elements	15%
Domain 3 – 5 elements	10%
Domain 4 – 6 elements	10%

The final weighted average from the calculation above will then be applied to the table below to convert the Rubric Average (1 – 4) to a HEDI score (0 - 60 points).

HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
3.50 – 4.00	2.50 – 3.49	1.45 – 2.49	1.00 – 1.449

Teacher Rubric Score To Sub Component Conversion Chart							
Scores will be assigned using the chart below from the weighted average of scores based on the Marzano Evaluation Model as described.							
Weighted Average	HEDI Score	Weighted Average	HEDI Score	Weighted Average	HEDI Score	Weighted Average	HEDI Score
1.000	0	1.135	15	1.270	30	1.405	45
1.009	1	1.144	16	1.279	31	1.414	46
1.018	2	1.153	17	1.288	32	1.423	47
1.027	3	1.162	18	1.297	33	1.432	48
1.036	4	1.171	19	1.306	34	1.449	49
1.045	5	1.180	20	1.315	35	1.45 - 1.59	50
1.054	6	1.189	21	1.324	36	1.60 - 1.74	51
1.063	7	1.198	22	1.333	37	1.75 - 1.89	52
1.072	8	1.207	23	1.342	38	1.90 - 2.04	53
1.081	9	1.216	24	1.351	39	2.05 - 2.19	54
1.090	10	1.225	25	1.360	40	2.20 - 2.34	55
1.099	11	1.234	26	1.369	41	2.35 - 2.49	56
1.108	12	1.243	27	1.378	42	2.50 - 2.99	57
1.117	13	1.252	28	1.387	43	3.00 - 3.49	58
1.126	14	1.261	29	1.396	44	3.50 - 3.75	59
						3.75 - 4.00	60

Island Park Union Free School District
Teacher Improvement Plan: Area(s) of Improvement Form(s)

Teacher Name _____

Date _____

Marzano Domain ___ : _____		
Timeline <hr style="width: 50%; margin-top: 10px;"/>	Goal(s)	
Timeline <hr style="width: 50%; margin-top: 10px;"/>	Action Steps (Resources/Strategies)	
Timeline <hr style="width: 50%; margin-top: 10px;"/>	Evidence	

The aforementioned Goal(s) were satisfied successfully rendering the teacher "Effective" or "Highly Effective". Date _____

 Teacher Signature IPFA President Principal's Signature Dir of PPS Signature Superintendent's Signature

The aforementioned Goal(s) were not satisfied successfully and the teacher remains "Ineffective" or "Developing". Date _____

 Teacher Signature IPFA President Principal's Signature Dir of PPS Signature Superintendent's Signature

Island Park Schools – Section 7.3

Table G

NWEA Growth Projections Based on National Norms 20% of Principal Evaluation - Principals Whose Scores Are Not Based On a VAM		
RANGES	HEDI Score	% of Students Who Met or Exceeded Individual Growth Projections
0% to <25% of Students Meeting Individual Growth Targets Ineffective	0	0 - 8.99%
	1	9 - 16.99%
	2	17 - 24.99%
25% to 54.99% of Students Meeting Individual Growth Targets Developing	3	25 - 29.99%
	4	30 - 34.99%
	5	35 - 39.99%
	6	40 - 44.99%
	7	45 - 49.99%
	8	50 - 54.99%
55% - 91.99% of Students Meeting Individual Growth Targets Effective	9	55 - 59.99%
	10	60 - 63.99%
	11	64 - 67.99%
	12	68 - 71.99%
	13	72 - 75.99%
	14	76 - 79.99%
	15	80 - 83.99%
	16	84 - 87.99%
	17	88 - 91.99%
92% or more of Students Meeting Individual Growth Targets Highly Effective	18	92 - 94.99%
	19	95 - 97.99%
	20	98 - 100%

Island Park Schools – Section 8.1 – Local Measure of Student Achievement for Principals

Without a Value Added Measure

To Be Used Until A Value Added Measure is Approved

Table H

NWEA Achievement Targets Based on National Norms 20% of Principal Evaluation - Principals Whose Scores Are Not Based On a VAM		
RANGES	HEDI Score	% of Students Who Met or Exceeded Achievement Targets
0% to <25% of Students Meeting Achievement Targets Ineffective	0	0 - 8.99%
	1	9 - 16.99%
	2	17 - 24.99%
25% to 54.99% of Students Meeting Achievement Targets Developing	3	25 - 29.99%
	4	30 - 34.99%
	5	35 - 39.99%
	6	40 - 44.99%
	7	45 - 49.99%
	8	50 - 54.99%
55% - 91.99% of Students Meeting Achievement Targets Effective	9	55 - 59.99%
	10	60 - 63.99%
	11	64 - 67.99%
	12	68 - 71.99%
	13	72 - 75.99%
	14	76 - 79.99%
	15	80 - 83.99%
	16	84 - 87.99%
	17	88 - 91.99%
92% or more of Students Meeting Achievement Targets Highly Effective	18	92 - 94.99%
	19	95 - 97.99%
	20	98 - 100%

Island Park Schools – Section 8.1 – Local Measure of Student Achievement for Principals

With a Value Added Measure

To Be Used When A Value Added Measure is Approved

Table I

NWEA Achievement Targets Based on National Norms - 15% of Principal Evaluation - Principals Whose Scores Are Based On a VAM		
RANGES	HEDI Score	% of Students Who Met or Exceeded Achievement Targets
0% to <25% of Students Meeting Achievement Targets Ineffective	0	0 - 8.99%
	1	9 - 16.99%
	2	17 - 24.99%
25% to 54.99% of Students Meeting Achievement Targets Developing	3	25 - 30.99%
	4	31 - 36.99%
	5	37 - 42.99%
	6	43 - 48.99%
	7	49 - 54.99%
55% - 91.99% of Students Meeting Achievement Targets Effective	8	55 - 60.99%
	9	61 - 66.99%
	10	67 - 73.99%
	11	74 - 79.99%
	12	80 - 85.99%
	13	86 - 91.99%
92% or more of Students Meeting Achievement Targets Highly Effective	14	92 - 96.99%
	15	97 - 100%

Island Park Schools – Section 8.2 – Local Measure of Student Achievement for Principals

Without a Value Added Measure

Table J

NWEA Achievement Targets Based on National Norms 20% of Principal Evaluation - Principals Whose Scores Are Not Based On a VAM		
RANGES	HEDI Score	% of Students Who Met or Exceeded Achievement Targets
0% to <25% of Students Meeting Achievement Targets Ineffective	0	0 - 8.99%
	1	9 - 16.99%
	2	17 - 24.99%
25% to 54.99% of Students Meeting Achievement Targets Developing	3	25 - 29.99%
	4	30 - 34.99%
	5	35 - 39.99%
	6	40 - 44.99%
	7	45 - 49.99%
	8	50 - 54.99%
55% - 91.99% of Students Meeting Achievement Targets Effective	9	55 - 59.99%
	10	60 - 63.99%
	11	64 - 67.99%
	12	68 - 71.99%
	13	72 - 75.99%
	14	76 - 79.99%
	15	80 - 83.99%
	16	84 - 87.99%
	17	88 - 91.99%
92% or more of Students Meeting Achievement Targets Highly Effective	18	92 - 94.99%
	19	95 - 97.99%
	20	98 - 100%

Section 9.7 – Marshall Framework for Principal Evaluation – Evaluations Conducted by Trained Administrators

Table M

Each sub-component in each domain of the Marshall Evaluation Rubric will be given a rating of 1 to 4. A average will be determined based on all components evaluated.

The final average from the calculation above will then be applied to the table below to convert the Rubric Average (1 – 4) to a HEDI score (0 - 60 points).

HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
4.00 – 3.50	3.49 – 2.50	2.49 – 1.45	1.449 – 1.00

Rubric scores are the minimum values needed to reach the corresponding HEDI score.

Principal Rubric Score To Sub Component Conversion Chart							
Scores will be assigned using the chart below from the weighted average of scores based on the Marshall Evaluation Model as described.							
Weighted Average	HEDI Score	Weighted Average	HEDI Score	Weighted Average	HEDI Score	Weighted Average	HEDI Score
1.000	0	1.135	15	1.270	30	1.405	45
1.009	1	1.144	16	1.279	31	1.414	46
1.018	2	1.153	17	1.288	32	1.423	47
1.027	3	1.162	18	1.297	33	1.432	48
1.036	4	1.171	19	1.306	34	1.449	49
1.045	5	1.180	20	1.315	35	1.45 - 1.59	50
1.054	6	1.189	21	1.324	36	1.60 - 1.74	51
1.063	7	1.198	22	1.333	37	1.75 - 1.89	52
1.072	8	1.207	23	1.342	38	1.90 - 2.04	53
1.081	9	1.216	24	1.351	39	2.05 - 2.19	54
1.090	10	1.225	25	1.360	40	2.20 - 2.34	55
1.099	11	1.234	26	1.369	41	2.35 - 2.49	56
1.108	12	1.243	27	1.378	42	2.50 - 2.99	57
1.117	13	1.252	28	1.387	43	3.00 - 3.49	58
1.126	14	1.261	29	1.396	44	3.50 - 3.75	59
						3.75 - 4.00	60

**Island Park UFSD
Island Park, New York
Principal Improvement Plan
Guidelines and Directions for PIP Completion**

Philosophy

- The Island Park School District and the Island Park Administrators' Association agree that the students and teachers of the Island Park UFSD are entitled to have "Effective" or "Highly Effective" principals.
- Principals hired in Island Park UFSD go through an intensive and thorough hiring process and, only after careful vetting, receive probationary appointments.
- If a principal is rated as "Developing" or "Ineffective," it is the goal of both parties to improve the principal's performance so that his or her performance can be rated as "Effective."
- For those receiving an overall rating as "Developing" or "Ineffective," a Principal Improvement Plan (PIP) will be provided.
- The purpose of a PIP is to assist principals to work to their potential. A PIP is not to be used as a threat or disciplinary tool.
- The District's APPR Plan requires several observations of Principals in the course of their work with students, teachers, parents, and others on a formal and informal basis—both announced and unannounced—over the course of the year.
- The Principal Improvement Plan (PIP) is designed to identify specific concerns as they are outlined in the Kim Marshall Principal Evaluation Rubrics. The PIP outlines a plan of action, which will address all major concerns. The PIP provides guidance along with feedback to the Principal from District administrators (Director of Pupil Personnel Services, Director of Business, and Superintendent) who are trained and certified principal evaluators. It also establishes a timeline for assessing the Principal's progress toward effectiveness.

Guidelines and Directions

At the end of the school year, the Principal completes and submits the District's **End of Year Principal Self-Reflection Form**. The Superintendent meets with the other two administrators (Director of Pupil Personnel Services and Director of Business) to collectively share qualitative and quantitative data (including but not limited to the Principal's Self-Reflection, memos, anecdotal records, principal documentation, correspondence from parents, etc) to evaluate the Principal in the context of the Marshall Principal Evaluation Rubric. The Superintendent is responsible for creating the ratings in each of Marshall's six domains and writing Comments.

A PIP must be implemented when a Principal receives a rating of Developing or Ineffective as a result of a year-end evaluation. The Superintendent and Director of Business will meet with the President of the IPAA and the Principal for an evaluation conference before the last day of the school year where the Developing or Ineffective evaluation will be discussed. If a PIP is required, the Director of Pupil Personnel Services, Director of Business, and Superintendent will work collaboratively with the Principal to develop it. The PIP is the ultimate responsibility of the Superintendent to design and write.

During the meeting, all parties involved refer to the **Island Park UFSD Principal Improvement Plan Checklist** to identify and delineate, by circling, all deficiencies as they pertain to the 6 Domain(s) and 10 Key Elements of the Marshall rubric. From this, the **Principal Improvement Plan Area(s) for Improvement Form** will be compiled for each Domain in which there is need for improvement. This requires that relevant Goals, Action Steps (including Resources/Strategies), and Timelines are

established. In addition, the Evidence that is necessary to determine whether or not the Principal has satisfied the stated requirements (Goals, Action Steps, and Timelines) must be provided.

The PIP must be in place no later than ten days prior to the opening of classes for the school year. An initial conference will be held within the same timeframe where upon, the PIP is discussed, signed and dated prior to its implementation.

The Principal will be assigned a mentor from SAANYS or an equivalent professional organization identified by the Superintendent in conjunction with the President of the IPAA. The Superintendent, the IPAA President, and Principal will collectively select a mentor. The mentor and Principal will register for this program in mylearningplan.com and will work together to target improvement of the goals that have been established. All communication between the mentor and Principal will be confidential.

The District will also provide other resources or strategies to help the Principal improve. Resources include, but are not limited to participation in professional development course work, employee assistance program (EAP), peer observation, modeling by administrators, etc.

The Director of Pupil Personnel Services, Principal, Director of Business, and Superintendent will meet on a quarterly basis (on or about November 15, January 30, April 15, June 20-30) to monitor progress on the goals identified in the PIP. Based on the assessment or if new issues have developed, the PIP may be adjusted. The revised PIP will be signed by all relevant parties (with copies provided) and the original will be forwarded to the Superintendent.

Following each quarterly meeting, the Director of Business and Director of Pupil Personnel Services will meet with the Superintendent to inform the Superintendent of the Principal's progress. At the end of the school year, if the PIP goals are satisfied, it will terminate. Attainment of PIP Goals should result in an end of year evaluation rating of the Principal as "Effective" or "Highly Effective." The Form will indicate that goals have been satisfied and all relevant parties will sign it.

If at any point after the second quarter (January 30), the Principal or an administrator believes the Principal's progress is insufficient, the Principal, IPAA President, Director of Business and the Superintendent will meet to discuss the matter. If it appears that the PIP is not on schedule to be completed at the end of the school year or other issues have developed rendering the Principal further Ineffective or Developing, all parties will meet to make a decision regarding revision of the PIP and/or the Principal's retention.

Also, at the end of year evaluation in June, if additional time is required toward satisfaction of the goals and/or new issues have resulted--and all parties agree--a second PIP may be developed for a second school year. Both parties will sign the **Principal Improvement Plan Area(s) for Improvement Form** indicating goals have been adjusted and extended for one additional year. A new PIP will be in place no later than 10 days after the start of school the following September.

If the Principal's overall rating remains "Ineffective" or "Developing" at the end of two years, the decision on how to proceed will be the responsibility of the Superintendent.

**Island Park UFSD
Principal Improvement Plan Checklist
Marshall Rubric**

Domain A- Diagnosis and Planning

- a. Team
- b. Diagnosis
- c. Gap
- d. Mission
- e. Target
- f. Theory
- g. Strategy
- h. Support
- i. Enlisting
- j. Revision

Domain B- Priority Management and Communication

- a. Planning
- b. Communication
- c. Outreach
- d. Follow-up
- e. Expectations
- f. Delegation
- g. Meetings
- h. Prevention
- i. Efficiency
- j. Balance

Domain C- Curriculum and Data

- a. Expectations
- b. Baselines
- c. Targets
- d. Materials
- e. Interims
- f. Analysis
- g. Strategy
- h. Causes
- i. Follow-up
- j. Celebration

Domain D- Supervision, Evaluation, and Professional Development

- a. Meetings
- b. Ideas
- c. Development
- d. Empowerment
- e. Support
- f. Units
- g. Evaluation
- h. Criticism
- i. Housecleaning
- j. Hiring

Domain E- Discipline and Family Involvement

- a. Expectations
- b. Effectiveness
- c. Celebration
- d. Training
- e. Support
- f. Openness
- g. Curriculum
- h. Conferences
- i. Communication
- k. Safety-net

Domain F-Management and External Relations

- a. Strategies
- b. Scheduling
- c. Movement
- d. Custodians
- e. Transparency
- f. Bureaucracy
- g. Budget
- h. Compliance
- i. Relationships
- j. Resources

**Island Park Union Free School District
Principal Improvement Plan: Area(s) of Improvement Form(s)**

Principal Name: _____

Date _____

Marshall Domain ___ : _____		
Timeline _____	Goal(s)	
Timeline _____	Action Steps (Resources/Strategies)	
Timeline _____	Evidence	

The aforementioned Goal(s) were satisfied successfully rendering the Principal “Effective” or “Highly Effective”.

_____	_____	_____	_____	Date _____
Principal’s Signature	IPAA President’s Signature	School Business Official	Superintendent’s Signature	

The aforementioned Goal(s) were not satisfied successfully and the Principal remains “Ineffective” or “Developing”.

_____	_____	_____	_____	Date _____
Principal’s Signature	IPAA President’s Signature	School Business Official	Superintendent’s Signature	

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: 2/25/14
Romaine T. Bouras

Teachers Union President Signature: Date: 2/25/14
Patricia J. Calhoun

Administrative Union President Signature: Date: 2/25/14
Laurel Scemecca, Ed.D.

Board of Education President Signature: Date: 2/25/14
M. H. [Signature]