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

Commissioner of Education
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May 12, 2014

Revised

Dr. James H. Hunderfund, Superintendent
Malverne Union Free School District
301 Wicks Lane
Malverne, NY 11565

Dear Superintendent Hunderfund:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Thomas 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 Friday, February 14, 2014

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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 : 280212030000

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

280212030000

1.2) School District Name: MALVERNE UFSD

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

MALVERNE 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 Tuesday, May 06, 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	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	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.	For K – 2 ELA, teachers with lead evaluators created SLO's. The SLO's are based upon Mean Growth Percentile for each teacher. STAR will calculate each student's Student Growth Percentile (SGP) and the district will calculate each teacher's Mean Growth Percentile (MGP). Based upon HEDI chart attached, in 2.11,(labeled Malverne SLO HEDI Chart for STAR Renaissance Learning 20 points) teacher scores will be determined. For 3rd grade ELA, teachers with lead evaluators created SLO's. The minimum rigor expectation for growth is the average percent scoring level 3 on the New York State ELA 3rd grade assessment. HEDI points will be assigned based upon the percent of students meeting the target. The HEDI chart attached (labeled Third Grade ELA HEDI Chart) in 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	In K-2, the work of the teacher's results in student growth is well above Malverne's goals. Based upon SGP determined by STAR a MGP will be calculated. The MGP is greater than or equal to 61. In grade 3, 91% or more of the students will meet the growth target on the NYS ELA 3rd grade State assessment.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	In K-2, the work of the teacher's results in student growth meets Malverne's goals. Based upon SGP determined by STAR a MGP will be calculated. The MGP is greater than or equal to 37 but less than or equal to 60 In grade 3, 37% to 90%, inclusive, of the students will meet their growth target on the NYS ELA 3rd grade State assessment.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	In K-2, the work of the teacher's results in student growth is below Malverne's goals. Based upon SGP determined by STAR, a MGP will be calculated. The MGP is greater than or equal to 15 but less than or equal to 36. In grade 3, 12% to 36%, inclusive, of the students will meet their growth target on the NYS ELA 3rd grade State assessment.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	In K-2, the work of the teacher's results in student growth is well below Malverne's goals. Based upon SGP determined by STAR a MGP will be calculated. The MGP is less than or equal to 14. In grade 3, 11% or less of the students will meet their growth target on the NYS ELA 3rd grade State assessment.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Malverne developed Kindergarten math assessment
1	State-approved 3rd party assessment	STAR MATH Enterprise
2	State-approved 3rd party assessment	STAR MATH Enterprise

	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 2.11, below.	For grades 1 and 2 Math, teachers with lead evaluators created SLO's. The SLO's are based upon Mean Growth Percentile for each teacher. STAR will calculate each student's Student Growth Percentile (SGP) and the district will calculate each teacher's Mean Growth Percentile (MGP). Based upon HEDI chart attached, in 2.11,(labeled Malverne SLO HEDI Chart for STAR Renaissance Learning 20 points) teacher scores will be determined. For grade 3 Math, teachers with lead evaluators

	created SLO's. The minimum rigor expectation for growth is the average percent scoring level 3 on the New York State Math 3rd grade assessment. HEDI points will be assigned based upon the percent of students meeting the target. The HEDI chart attached (labeled Third Grade Math HEDI Chart) in 2.11 will be used. For Kindergarten, teachers with lead evaluators created SLO's. Teachers will receive points based upon students meeting their targeted growth score. The growth target score is 50% growth from the baseline assessment given. The formula for 50% growth is (100-pre-assessment)/2 + pre-assessment. See HEDI chart attached label Kindergarten HEDI Chart Math in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher's results in student growth is well above Malverne's goals. In 1 and 2, it is based upon SGP determined by STAR a MGP will be calculated. The MGP is greater than or equal to 61. In grade 3, 91% or more of the students will meet their growth target on the NYS Math 3rd grade State assessment. In Kindergarten, 91% or more of the students will meet their growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher's results in student growth meets Malverne's goals. In 1st and 2nd, it is based upon SGP determined by STAR a MGP will be calculated. The MGP is greater than or equal to 37 but less than or equal to 60 In grade 3, 48% to 90%, inclusive, of the students will meet their growth target on the NYS 3rd grade Math State assessment. In Kindergarten, 53% to 90%, inclusive, of the students will meet their growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher's results in student growth is below Malverne's goals. In 1st and 2nd, it is based upon SGP determined by STAR, a MGP will be calculated. The MGP is greater than or equal to 15 but less than or equal to 36. In grade 3, 18% to 47%, inclusive, of the students will meet their growth target on the NYS Math 3rd grade State assessment. In Kindergarten, 18% to 52%, inclusive, of the students will meet their growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher's results in student growth is well below Malverne's goals. In 1st and 2nd, it is based upon SGP determined by STAR a MGP will be calculated. The MGP is less than or equal to 14. In grade 3, 17% or less of the students will meet their growth target on the NYS Math 3rd grade State assessment. In Kindergarten, 17% or less of the students will meet their growth target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Malverne District developed 6th grade science assessment
7	District, regional or BOCES-developed assessment	Malverne District developed 7th grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers with lead evaluators will create SLO's. The minimum rigor expectation for growth (grade 6 & 7) is the average percent scoring 65 or higher, for grade 8 scoring 3 or higher. Teachers will receive HEDI score based upon the percentage of students meeting their target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Growth targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations. Overall exceeded the expectations described in the SLO. See HEDI Calculator For Grade 6, 7, 8 science, 91% or more of the students will meet the growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet District goals for similar students. Most growth targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations. Overall met expectations described in the SLO. (See HEDI Calculator) In grade 6,7, 8, 53% to 90%, inclusive, of the students will meet their growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below District goals for similar students. Some growth targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO. See HEDI Calculator In grade 6, 7, 8, 18% to 52%, inclusive, of the students will meet their growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well-below District goals for similar students. Growth targets are generally not met and/or evidence indicates little to no student learning gain. Overall results are well below district expectations described in the SLO. See HEDI Calculator In grade 6, 7, 8, 17% or less of the students will meet their growth target.

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	Malverne developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Malverne developed 7th grade Social Studies Assessment

8	District, regional or BOCES-developed assessment	Malverne developed 8th grade Social Studies Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers with lead evaluators will create SLO's. The minimum rigor expectation for growth (grade 6, 7 & 8) is the average percent scoring 65 or higher. Teachers will receive HEDI score based upon the percentage of their students meeting their target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Growth targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations. Overall exceeded the expectations described in the SLO. See HEDI Calculator -upload 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District goals for similar students. Most growth targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations. Overall met expectations described in the SLO. See HEDI Calculator -upload 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District goals for similar students. Some growth targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO. See HEDI Calculator -upload 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District goals for similar students. Growth targets are generally not met and/or evidence indicates little to no student learning gain. Overall results are well below district expectations described in the SLO. See HEDI Calculator -upload 2.11

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Malverne developed Global 1 Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers with lead evaluators will create SLO's. The minimum rigor expectation for growth is the average percent scoring 65 or higher. Teachers will receive HEDI score based upon the percentage of their students meeting their target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective Growth targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations. Overall exceeded the expectations described in the SLO. See HEDI Calculator -upload 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District goals for similar students. Most growth targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations. Overall met expectations described in the SLO. See HEDI Calculator -upload 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District goals for similar students. Some growth targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO. See HEDI Calculator -upload 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District goals for similar students. Growth targets are generally not met and/or evidence indicates little to no student learning gain. Overall results are well below district expectations described in the SLO. See HEDI Calculator -upload 2.11

2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 with lead evaluators will create SLO's. The minimum rigor expectation for growth is the average percent scoring 65 or higher. Teachers will receive HEDI score based upon the

2.11, below.	percentage of their students meeting their target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Growth targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations. Overall exceeded the expectations described in the SLO. See HEDI Calculator - see upload 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District goals for similar students. Most growth targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations. Overall met expectations described in the SLO. See HEDI Calculator- see upload 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District goals for similar students. Some growth targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO. See HEDI Calculator- see upload 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District goals for similar students. Growth targets are generally not met and/or evidence indicates little to no student learning gain. Overall results are well below district expectations described in the SLO. See HEDI Calculator - see upload 2.11

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers with lead evaluators will create SLO's. The minimum rigor expectation for growth is the average percent scoring 65 or higher. Teachers will receive HEDI score based upon the percentage of their students meeting their target. The district will be offering both the Integrated Algebra and the Common Core Algebra Regents. The district will use the students higher score when determining the average percent scoring 65 or higher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Growth targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations. Overall exceeded the expectations

	described in the SLO. See HEDI Calculator- see upload 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District goals for similar students. Most growth targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations. Overall met expectations described in the SLO. See HEDI Calculator- see upload 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District goals for similar students. Some growth targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO. See HEDI Calculator- see upload 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District goals for similar students. Growth targets are generally not met and/or evidence indicates little to no student learning gain. Overall results are well below district expe- see upload 2.11ctations described in the SLO. See HEDI Calculator

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise
Grade 11 ELA	Regents assessment	New York State Comprehensive English Regents

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	For Grades 9 and 10 ELA, teachers with lead evaluators created SLO's. The SLO's are based upon Mean Growth Percentile for each teacher. STAR will calculate each student's Student Growth Percentile (SGP) and the district will calculate each teacher's Mean Growth Percentile (MGP). Based upon HEDI chart attached, in 2.11,(labeled Malverne SLO HEDI Chart for STAR Renaissance Learning 20 points for ELA high school) teacher scores will be determined. For Grade 11 ELA Teachers with lead evaluators will create SLO's. The minimum rigor expectation for growth is the average percent scoring 65 or higher. Teachers will receive HEDI scores based upon the percentage of their students meeting their target.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results exceed District goals for similar students. Growth targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations. Overall exceeded the expectations described in the SLO. See HEDI Calculator - upload 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District goals for similar students. Most growth targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations. Overall met expectations described in the SLO. See HEDI Calculator - upload 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District goals for similar students. Some growth targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO. See HEDI Calculator - upload 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District goals for similar students. Growth targets are generally not met and/or evidence indicates little to no student learning gain. Overall results are well below district expectations described in the SLO. See HEDI Calculator -upload 2.11

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
ELA 12th Grade	State-approved 3rd party assessment	STAR Reading Enterprise
Economics	District, Regional or BOCES-developed	Malverne developed Economics assessment
5th Grade Science	District, Regional or BOCES-developed	Malverne developed 5th grade science assessment
5th Grade Social Studies	District, Regional or BOCES-developed	Malverne developed 5th grade Social Studies assessment
8th Grade Foreign Language	District, Regional or BOCES-developed	FLACS Checkpoint A examination developed for 8th grade Foreign Language assessment
10th Grade Foreign Language	District, Regional or BOCES-developed	FLACS Checkpoint B Examaination developed 10th grade Foreign Language
K - 2 Reading AIS	State-approved 3rd party assessment	STAR Reading Enterprise
K - 2 math AIS	State-approved 3rd party assessment	STAR MATH Enterprise
All other 3 - 5 courses not named above	School/BOCES-wide/group/team results based on State	Grade 4 & 5 ELA and Mathematics State Assessment
All other 6 - 8 courses not named above	School/BOCES-wide/group/team results based on	Grade 6 - 8 ELA and Mathematics State Assessment

	State	
All other 9 - 12 courses not named above	School/BOCES-wide/group/team results based on State	All Regents Exams
K - 2 Physical Education	District, Regional or BOCES-developed	Malverne developed K, 1, 2 physical education assessment
AIS Math grades 3-5	School/BOCES-wide/group/team results based on State	Grade 4 & 5 NY State Mathematics Assessments
3 - 5 Reading AIS	School/BOCES-wide/group/team results based on State	Grade 4 & 5 ELA NY State Assessments
K - 2 ESL	State Assessment	NYSESLAT
Grades 3 -12 NYSAA teachers	State Assessment	NYSAA
Grade 8 Living Environment	State Assessment	Living Environment Regents
k - 2 Self-Contained Classes (not taking NYSAA)	State-approved 3rd party assessment	STAR Renaissance Early Literacy, Reading, and Math
Grade 4 - 8 self-contained Special Education class not taking NYSAA and not receiving a state provided growth score	State Assessment	Grade 4 through 8 ELA and Mathematics State 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.	For STAR assessments, teachers with lead evaluators created SLO's. The SLO's are based upon Mean Growth Percentile for each teacher. STAR will calculate each student's Student Growth Percentile (SGP) and the district will calculate each teacher's Mean Growth Percentile (MGP). Based upon HEDI chart attached, in 2.11,(labeled Malverne SLO HEDI Chart for STAR Renaissance Learning 20 points) teacher scores will be determined. For Economics, Social Studies 5, Science 5, Physical Education K - 2, Grade 8 Living Environment and Foreign Language Teachers 8 & 10 with lead evaluators will create SLO's. The minimum rigor expectation for growth is the average percent scoring 65 or higher. Teachers will receive HEDI score based upon the percentage of their students meeting their target. For 3-5 Other Courses, AIS Math and AIS Reading, the HEDI Scores are based upon minimum rigor expectation for growth, which is the average percent school wide scoring level 3 or 4 on the New York State Assessments in grades 4 and 5 ELA and Math Assessments (see chart in section 2.11) For 6-8 Other Courses, the HEDI Scores are based upon the minimum rigor expectation for growth, which is the average percent scoring level 3 or 4 on the New York State Assessments in grades 6, 7 and 8 ELA and Math Assessments (see chart in section 2.11) For 9-12 Other Courses, (see chart in section 2.11) The HEDI Scores are based upon minimum rigor expectation for growth, which is the average percent scoring 65 or higher on the New York State Regents Exams that are given at Malverne High School (For the Integrated Algebra/Common Core Algebra Regents the higher of the two scores will be used, only the

	Comprehensive English will be used) For K-2 ESL, the HEDI scores are based upon the minimum expectations for growth, which is the average percent scoring level 3 or 4 on the NYSESLAT. Teachers will receive HEDI score based upon the percentage of their students meeting their target. For 3 - 12 NYSAA, the HEDI score is based upon the average percent of accuracy of growth, which is the difference between the baseline data point percent and the final data point percent averaged for the class. For example, student baseline score is 20 percent accuracy and final data point is 80 percent accuracy, the difference, 60. This is done for each task for each student and then an average is calculated for the class. For 4-8, self-contained special education classes not taking NYSAA and not receiving a state provided growth score, based on baseline data teachers in collaboration with the Director will set growth targets for individual students. Teachers will receive HEDI scores based upon the average of the allocated points assigned to students declining, approaching, meeting and exceeding individual growth targets. Zero points for declining, one point for approaching, two points for meeting and three points for exceeding.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results exceed District goals for similar students. Growth targets are met or exceeded and/or evidence indicates student learning gain well above district expectations including special populations. See HEDI charts in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District goals for similar students. Most growth targets are met and/or evidence indicates significant student learning gain that meets district expectations including special populations. See HEDI charts in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District goals for similar students. Some growth targets are met and/or evidence indicates an impact on student learning that is below district expectations; overall has not met the expectations described in the SLO. See HEDI charts in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District goals for similar students. Growth targets are generally not met and/or evidence indicates little to no student learning gain. See HEDI charts in 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/12186/571802-TXEtxx9bQW/Task 2 Application 2_1 3.28.14.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)
If educators have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points which Districts must weight proportionately based on the number of students in each SLO.

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://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)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	4) State-approved 3rd party assessments	STAR Reading Enterprise
8	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	Teacher and lead evaluator will utilize baseline data to determine goals and set targets. Results will be based upon Mean Growth Percentiles. All scores inclusive 0 - 15 are possible, 0 - 20 if no value added. Teachers awarded HEDI points based upon Mean Student Growth Percentile (MGP) of their students. See HEDI chart for STAR Renaissance Learning
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.3

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Malverne developed 4th grade math assessment
5	5) District, regional, or BOCES–developed assessments	Malverne developed 5th grade math assessment
6	5) District, regional, or BOCES–developed assessments	Malverne developed 6th grade math assessment
7	5) District, regional, or BOCES–developed assessments	Malverne developed 7th grade math assessment
8	5) District, regional, or BOCES–developed assessments	Malverne developed Integrated Algebra/common core Algebra 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Teachers will receive points based upon students meeting their targeted growth score. The targeted growth score is 50% growth from the baseline assessment given. The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. All scores 0 and 15 inclusive are possible if value added. All scores 0 - 20 inclusive are possible if no value added. See HEDI table attached in 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.3

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.3

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	5) District, regional, or BOCES–developed assessments	Nassau BOCES developed first grade ELA assessment
2	5) District, regional, or BOCES–developed assessments	Nassau BOCES developed second grade ELA assessment
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher and lead evaluator will utilize baseline data to determine set targeted growth scores for students. For grades 1 and 2, targeted growth scores are calculated by 50% growth from the baseline score. The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. For Kindergarten ELA, the targeted growth score will be 50% growth of the difference in the baseline scale score and the projected scale score given by STAR. The formula for 50% growth is (Projected scale score – baseline)/2 + baseline. Teachers will be assigned HEDI points based upon the percent of students reaching their target. For grade 3, the Mean Growth Percentile will be calculated by adding all of the teacher's students growth percentile scores (provided by STAR) and dividing by the number of students. Teachers will be assigned HEDI points based upon the MGP. The chart attached in 3.13 will be used. All scores 0 and 20 inclusive are possible.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Malverne developed Kindergarten math assessment
1	5) District, regional, or BOCES–developed assessments	Malverne developed 1st grade math assessment
2	5) District, regional, or BOCES–developed assessments	Malverne developed 2nd grade math assessment
3	5) District, regional, or BOCES–developed assessments	Malverne developed 3rd grade math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers with lead evaluators will create SLO's. SLO's are based upon student's targeted growth scores. Targeted growth scores are calculated by 50% growth from the baseline test given in September.The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. Teachers will be assigned HEDI points based upon the percent of students reaching their target. For Kindergarten, students will achieve 75 or higher on the post assessment test given in May. See HEDI chart in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Malverne District developed Grade 6 science assessment

7	5) District, regional, or BOCES–developed assessments	Malverne District developed Grade 7 science Assessment
8	5) District, regional, or BOCES–developed assessments	malverne District developed Grade 8 science assessment

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.	For Science 6, 7 & 8, teachers with lead evaluators will create SLO's. SLO's are based upon student's targeted growth score. The targeted growth scores are calculated by 50% growth from the baseline test score. The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. Teachers will be assigned HEDI points based upon the percent of students reaching their target. See HEDI chart attached in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13

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	Malverne developed 6th grade social studies assessment
7	5) District, regional, or BOCES–developed assessments	Malverne developed 7th grade social studies assessment
8	5) District, regional, or BOCES–developed assessments	Malverne developed 8th grade 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.	Teacher and lead evaluator will create SLO's. SLO's are based upon students reaching their targeted growth scores. Targeted growth scores are calculated by 50% growth from the baseline score. The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. Teachers will be assigned HEDI points based upon the percent of students reaching their target. See HEDI chart attached in 3.13. All scores between 0 and 20 inclusive are possible
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13

3.8) High School Social Studies

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher and lead evaluator will create SLO's. SLO's are based upon students reaching their targeted growth scores. Targeted growth scores are calculated by 50% growth from the baseline score.The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. Teachers will be assigned HEDI points based upon the percent of students reaching their target. See HEDI chart attached in 3.13. All scores 0 to 20 inclusive are possible.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	See HEDI in 3.13

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

3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teacher and lead evaluator will create SLO's. SLO's are based upon students reaching their targeted growth scores. Targeted growth scores are calculated by 50%-growth from the baseline score. The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. Teachers will be assigned HEDI points based upon the percent of students reaching their target. See HEDI chart attached in 3.13. All scores between 0 and 20 inclusive are possible.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for	See HEDI in 3.13

grade/subject.	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Malverne developed Algebra 1 assessment
Geometry	5) District, regional, or BOCES–developed assessments	Malverne developed Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Malverne developed Algebra 2 assessment

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

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

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.	Teacher and lead evaluator will create SLO's. SLO's are based upon students reaching their targeted growth scores. Targeted growth scores are calculated by 50% growth from the baseline score. The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. Teachers will be assigned HEDI points based upon the percent of students reaching their target.See HEDI chart attached in 3.13. All scores between 0 and 20 inclusive are possible.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Malverne District developed grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Malverne District developed grade 10 ELA assessment
Grade 11 ELA	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	Teacher and lead evaluator will create SLO's. SLO's are based upon students reaching their targeted growth scores. Targeted growth scores are calculated by 50% growth from the baseline score.The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. Teachers will be assigned HEDI points based upon the percent of students reaching their target. See HEDI chart attached in 3.13. All scores between 0 and 20 inclusive are possible. For ELA 11, MGP will be calculated by adding all of the teacher's student growth percentile, SGP provided by STAR, and dividing by the number of students. see HEDI chart for STAR. Teachers will be assigned HEDI points based upon the MGP. All scores between 0 and 20 inclusive are possible.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI in 3.13

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
5th grade Science	5) District/regional/BOCES–developed	Malverne developed grade 5 Science Assessment
5th grade Social Studies	5) District/regional/BOCES–developed	Malverne developed grade 5 Social Studies assessment
ELA 12	5) District/regional/BOCES–developed	Malverne District developed ELA grade 12 assessment
Economics	5) District/regional/BOCES–developed	Malverne developed Economics assessment
K -2 math AIS	5) District/regional/BOCES–developed	Malverne developed K, 1, 2 grade math assessments
K - 2 Reading AIS	5) District/regional/BOCES–developed	Malverne developed 1st & 2nd grade ELA assessments
All other K - 2 courses not named above	5) District/regional/BOCES–developed	Malverne developed 1st & 2nd grade ELA and Nassau BOCES Envision developed 1st & 2nd grade math assessments
3 - 5 math AIS	5) District/regional/BOCES–developed	Malverne developed 3, 4, & 5th grade math assessments
3 - 5 Reading	4) State-approved 3rd party	STAR Reading Enterprise
All 3 - 5 courses not named above	6(ii) School wide measure computed locally	New York State 4th and 5th grade ELA and Math assessments
6 - 8 Reading	4) State-approved 3rd party	STAR Reading Enterprise
All 6 - 8 courses not named above	6(ii) School wide measure computed locally	New York State ELA and Math grades 6, 7, and 8 assessments
All 9 - 12 courses not named above	6(ii) School wide measure computed locally	New York State Regents exams in Integrated Algebra/Common Core Algebra, Geometry, Global, US History, Living Environment, Chemistry, Physics, Earth Science, Comprehensive ELA. Also FLACS B Regionally developed assessments in Italian and Spanish.
3-12 NYSAA	3) Teacher specific achievement/growth score computed locally	New York State Alternate Assessment
4-8 self-contained classes that have taken the State Assessments	4) State-approved 3rd party	STAR Reading Enterprise

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.	Teacher and lead evaluator will utilize baseline data to determine students' targeted growth scores. All STAR assessments will use STAR 20 point HEDI scale (see attached). All other courses will use 20 point HEDI scale (see attached). For the 3-5 and 6-8 courses not named above, the HEDI score will be a school-wide measure based on the mean of Malverne's Level 3 & 4 percentages in ELA and Math compared to New York States mean of Level 3 & 4 percentages for the current year.See chart attached in 3.13. For 9 - 12 courses not named above, the HEDI score will be a school wide measure based upon the mean of Malverne's percent of students achieving 65 or higher on the regents exam as compared to the New York State average of students achieving 65 or higher on the same regents exams from the previous year (see chart), and the FLACS B assessment compared to the New York state average of students achieving 65 or higher on the FLACS B exams from the previous year. (the NYS average is given to us by FLACS). 9 - 12 all other courses, the higher of the two scores from the Integrated Algebra/Common Core Algebra will be used. For all district developed assessments, targeted growth scores are calculated by 50% growth from the baseline score. The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. Teachers will be assigned HEDI points based upon the percent of students reaching their target. For courses utilizing STAR, the Mean Growth Percentile will be calculated by adding all of the teacher's students growth percentile scores (provided by STAR) and dividing by the number of students. Teachers will be assigned HEDI points based upon the MGP. For courses utilizing the NYSAA, the HEDI score will be the percent of students achieving a mean of 75 percent accuracy or higher on the five tasks of the NYSAA. All scores between 0 and 20 inclusive are possible
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See chart in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See chart in 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/571803-y92vNseFa4/-HEDI Task 3 revised 3.28_1.docx

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

For each teacher with multiple local measures they will receive a HEDI rating that is weighted proportionally based on the number of students in each course and then added together for final HEDI rating. Normal rounding rules will apply. This will have a maximum value of 20 points.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, March 28, 2014

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4.1) Teacher Practice Rubric

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

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

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

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

Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
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	28

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.

OASYS will calculate the score for the 60 points by using the following formula:

Probationary Teachers:
Probationary teachers will have no less than four formal observations. For all observations, each component will receive a rating from 1 to 4.

Ineffective = 1 point
Developing = 2 points
Effective = 3 points
Highly Effective = 4 points.
An average for each Domain will be taken, based upon all component scores determined throughout the multiple observations. Then the average is multiplied by the percent negotiated with the Malverne Teachers' Association (MTA)
Domain 1 = Avg x..03
Domain 2 = Avg x .22
Domain 3 = Avg x .29
For the 28 points, which incorporates the components of Domain 4. There are two components: Lesson Planning and Professional Responsibilities. Each component will receive a rating from 1 to 4. The rating will be multiplied by the negotiated percent. Regardless any component that is observed in a Domain will be rated.
Ineffective = 1 point
Developing = 2 points
Effective = 3 points
Highly Effective = 4 points.
Lesson Planning = Rating x .17
Professional Responsibilities = Rating x .29
The total of all of these products and the formal and informal will be looked up on the conversion chart (see attached) and that is the number of points that the teacher will receive out of 60.

Tenured Teachers
Tenured teachers will have no less than one formal observation and one shorter/informal observation. For the formal observation, each component will receive a rating from 1 to 4.
Ineffective = 1 point
Developing = 2 points
Effective = 3 points
Highly Effective = 4 points.
An average for each Domain will be taken, then the average is multiplied by the percent negotiated with the Malverne Teachers' Association (MTA)
Domain 1 = Avg x.02
Domain 2 = Avg x .19
Domain 3 = Avg x .25
For the Shorter/Informal observation, the teacher will receive 0 to 5 points based on evidence to support components of Domain 2 and 3 - Communicating with Students, Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction and Managing Student Behavior. One point will be awarded where a teacher receives an effective or highly effective rating. They will receive zero points where they are ineffective or developing. The points received will be multiplied by .8 and then .08.
The formal score and the informal score will be added together.

For the 28 points, which incorporates the components of Domain 4. There are two component: Lesson Planning and Professional Responsibilities. Each component will receive a rating from 1 to 4. The rating will be multiplied by the negotiated percent. Regardless any component that is observed in a Domain will be rated.
Ineffective = 1 point
Developing = 2 points
Effective = 3 points
Highly Effective = 4 points.
Lesson Planning = Rating x .17
Professional Responsibilities = Rating x .29
The total of all of these products and the formal and informal will be looked up on the conversion chart (see attached) and that is the number of points that the teacher will receive out of 60.
The rubric scores listed are the minimum rubric scores necessary to obtain the corresponding HEDI 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/12179/571804-eka9yMJ855/Copy of 18347905-Conversion Chart for Teachers 60 points - Revised.xlsx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teacher averages above the effective level across the 4 Domains. Teacher receives 59-60 points
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher averages at the effective level across the 4 Domains. Teacher receives 57-58 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher averages below the effective level across the 4 Domains. Teacher receives 50-56 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher averages well below the effective level across the 4 Domains. Teacher receives 0 to 49 points.

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	4
Informal/Short	0
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Both

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

- Not Applicable

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?

- Both

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 Tuesday, February 04, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59 - 60
Effective	57 - 58
Developing	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 Thursday, February 27, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/164641-Df0w3Xx5v6/TIP FORM.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Teachers who receive an "developing" or "ineffective" may appeal. Teachers may appeal on grounds enumerated in Education Law 3012C. All appeals must be submitted in writing to the evaluator no later than ten calendar days from the date when the teacher

received his/her Annual Professional Performance Evaluation with a composite effectiveness score (“CES”).

Within ten calendar days of receipt of an appeal, the evaluator who issued the performance review will submit a detailed written response to the Superintendent of Schools. The response, which shall also be submitted to the teacher, shall include all additional documents or written materials specific to the point(s) of disagreement which support the evaluator’s response and are relevant to the resolution of the appeal. Any information that is not submitted at the time the response is filed will not be considered.

Within ten calendar days of receipt of the appeal, the Superintendent of Schools shall render a determination in writing. The Superintendent’s determination shall address all issues raised in the appeal. The decision of the Superintendent shall be final and binding and not subject to appeal in any forum.

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 Malverne Union Free School District will ensure that all lead evaluators/evaluators are properly trained and certified, as necessary, to complete an individual's performance review. Evaluator training has been and will continue to be conducted by Nassau BOCES Network Team. Lead evaluator training has been and will continue to be conducted in accordance with the certification requirements per the Commissioner's regulations. The training was a minimum of 1 day. This training will include the following:
- New York State Teaching 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 rubrics
- Application and use of any assessment tools used to evaluate teachers
- Application and use of State approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers
- Specific considerations in evaluating teachers of ELLs and students with disabilities

The Malverne UFSD has implemented an ongoing process to ensure that lead evaluators maintain inter-rater reliability over time and they are recertified on an annual basis by the superintendent's designee. The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations.

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)

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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):

3 - 5
6 - 8
9 - 12

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

Please check the boxes below:

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

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
If additional SLOs are necessary, principals must begin with the grade(s)/courses(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 - 2	State-approved 3rd party assessment	STAREarly Literacy, STAR READING and STAR Math Enterprise

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.	Based upon the Mean Student Growth Percentile for students in grades 1 and 2, a SLO will be written to award points. Mean Growth Percentile is calculated by adding up all of the students' growth percentile scores (provided by STAR) and dividing by the number of students. Principals will be assigned HEDI points based upon the MGP.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The Mean Growth Percentile for the school exceeds the district expectations, which are greater than or equal to 61.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The Mean Growth Percentile for the school meets the district's expectations, greater than or equal to 37 but less than or equal to 60.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The Mean Growth Percentile for the school is below the district's expectations, greater than or equal to 15 but less than or equal to 36.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The Mean Growth Percentile for the school is well below the district's expectations, 14 or less.

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

assets/survey-uploads/5365/165251-lha0DogRNw/For Principals task 7.3 HEDI.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Saturday, March 01, 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 growoth 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
	3 - 5	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and Malverne developed grades 3, 4, 5 math assessments
	6 - 8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and Malverne Developed 6, 7, and Integrated Algebra/Algebra CC math assessments
	9 - 12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise, Malverne developed Integrated Algebra, Geometry & Algebra 2 & Trig assessments, Malverne developed Living Environment, Earth Science, Chemistry & Physics assessments, Malverne developed Global 2 and US History assessment, FLACS Checkpoint B

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.	Principal's scores are based on students' performance to reach their targeted growth score on the assessments listed above for each principal. For assessments other than STAR, targeted growth scores are based upon 50% growth from baseline testing of local assessments. The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. For each student a targeted growth score is listed. For STAR, the targeted growth score is 50% growth on the projected scale score stated by STAR Renaissance. Each student's projected score is listed. This formula is (student projected score- baseline score)/2 + Baseline score. Using the HEDI chart attached, principals will achieve a score based upon the percent of students achieving their targeted growth score. When applicable, the district will utilize the 0 - 20 HEDI chart listed in task 8.2

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93% or more of the students will achieve their targeted growth score on the assessments listed above
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	48% to 92% of the students will achieve their targeted growth score on the assessments listed above.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18% to 47% of the students will achieve their targeted growth score on the assessments listed above.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 17% of the students will achieve their targeted growth score on the assessments listed above.

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

(No response)

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

assets/survey-uploads/5366/165506-qBFVOWF7fC/HEDI CHART FOR PRINCIPAL'S LOCAL MEASURE.docx

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(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 - 2	(d) measures used by district for teacher evaluation	Malverne developed grades 1 & 2 ELA assessments and Malverne developed grade 1 & 2 math assessments

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.	Principal's scores are based on students' performance to reach their targeted growth score on the assessments listed above for each principal. For assessments listed above, targeted growth scores are based upon 50% growth from baseline testing of local assessments given in September. The formula for 50% growth is (100 – pre-assessment)/2 + Pre-assessment. For each student a targeted growth score is listed. Using the HEDI chart attached, principals will achieve a score based upon the percent of students achieving their targeted growth score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93% or more of the students will achieve their targeted growth score on assessments listed above.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	48% to 92% of the students will achieve their targeted growth score on assessments listed above.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18% to 47% of the students will achieve their targeted growth score on assessments listed above.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 17% of the students will achieve their targeted growth score on assessments listed above.

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

(No response)

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

assets/survey-uploads/5366/165506-T8MlGWUVm1/HEDI CHART FOR PRINCIPALS FOR lOCALLY SELECTED no value added.docx

8.3) Locally Developed Controls

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

No controls

8.4) Principals with More Than One Locally Selected Measure

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

For multi-HEDI scores, each will be weighed proportionally based on student enrollment in each course and then combined to one HEDI score for the principal. Normal rounding rules will apply.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Saturday, March 01, 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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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.

Based on all evidence collected through school visits and meetings throughout the year, a numeric score for each component of the rubric will be determined at the end of the year. In each domain of the rubric, there are components. Each component can receive a score:
Ineffective = 1 point
Developing = 2 points
Effective = 3 points
Highly Effective = 4 points
Each domain will be averaged. Then each average for each domain will be multiplied by the percent assigned to that Domain. These products will be added and their sum will be checked on the conversion chart (see attached). These are the percentages: Domain 1 – Shared Vision 17%, Domain 2 – School Culture and Instructional Program – 35%, Domain 3 – Safe, Efficient, Effective Learning Environment 17%, Domain 4 – Community – 13%, Domain 5 Integrity, Fairness, Ethics 10% and Domain 6 Political, Social, Economic, Legal 8%
The rubric scores listed are the minimum rubric scores necessary to obtain the corresponding HEDI 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/5143/165517-pMADJ4gk6R/Conversion Chart for Principals 60 points -revised.xlsx

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

Highly Effective: Overall performance and results exceed standards.	The Principal's overall performance and results exceed the ISLLC 2008 Standards. 59- 60 points
Effective: Overall performance and results meet standards.	The Principal's overall performance and results meet the ISLLC 2008 Standards. 57 - 58 points
Developing: Overall performance and results need improvement in order to meet standards.	The Principal's overall performance and results are below the the ISLLC 2008 Standards. 50 - 56 points
Ineffective: Overall performance and results do not meet standards.	The Principal's overall performance and results are well below the ISLLC 2008 Standards. 0 - 49 points

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, February 13, 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 Thursday, February 27, 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/5276/165549-Df0w3Xx5v6/Principal Improvement Plan 10 6 12.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Principals who receive a rating of developing or ineffective may appeal. Principal may appeal on grounds enumerated in Education Law 3012C. Appeals will be submittted in writing to the Superintendent within ten(10) calendar days of the receipt of the evaluation. The appeal shall articulate in detail the basis for the appeal, and shall include any relevant documents or written materials, which the principal believes supports the appeal and are relevant to the resolution of the appeal. The decision of the Superintendent shall be in writing and issued to the principal within ten (10) calendar days of receipt of the 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 Nassau BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SD") model certification process incorporating the Regulations that were enacted to implement Education Law 3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by Nassau BOCES, which is at least one full day of training. Turn-key training will be provided for lead evaluators of a similar duration. This training will include the following requirements for Lead Evaluators/Evaluators:
•New York State Teaching Standards and ISSLC Standards;
•Evidence-based observations;
•Application and use of Student Growth Percentile and Value Added Growth Model data;
•Application and use of any assessment tools used to evaluate teachers and principals;
•Application and use of any State-approved teacher or principal practice rubrics;
•Application and use of State approved locally selected measures of student achievement;
•Use of State wide Instructional Reporting System;
•Scoring methodology used to evaluate teachers and principals; 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 maintain inter-rater reliability over time and that they are re-certified on an annual basis

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	Checked

the Commissioner.	
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, May 06, 2014

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12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/571812-3Uqgn5g9Iu/Signatures 5.6.14.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.

Task 2.2 – Third Grade ELA

THIRD GRADE ELA HEDI CHART

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* *Highly Effective: 91- 100% of the students will meet their growth targets* *Effective: 37- 90% of the students will meet their growth targets.* *Developing: 12 - 36% of students will meet their growth targets.* *Ineffective: 11% or less of students will meet their growth targets.*																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
	98-100%	96-97%	91-95%	83-90%	77-82%	71-76%	66-70%	60-65%	54-59%	49-53%	43-48%	37-42%	33-36%	29-32%	25-28%	21-24%	17-20%	12-16%	8-11%	4-7%	0-3%

Task 2.3 – Third Grade MATH

THIRD GRADE MATH HEDI CHART

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* *Highly Effective: 91- 100% of the students will meet their growth targets* *Effective: 48- 90% of the students will meet their growth targets.* *Developing: 18 - 47% of students will meet their growth targets.* *Ineffective: 17% or less of students will meet their growth targets.*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	96-97%	91-95%	87-90%	81-86%	76-80%	71-75%	67-70%	62-66%	58-61%	53-57%	48-52%	45-47%	41-44%	35-40%	29-34%	23-28%	18-22%	12-17%	6-11%	0-5%

TASK 2.3 Kindergarten Math

KINDERGARTEN HEDI CHART MATH

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
	98-100	96-97	91-95	87-90	83-86	79-82	74-78	70-73	66-69	61-65	57-60	53-56	47-52	41-46	35-40	29-34	23-28	18-22	12-17	6-11	0-5

Task 2.2 - K – 2 ELA
Task 2.3 - 1st and 2nd grade Math
Task 2.10 K – 2 Math AIS and K-2 Reading AIS

MALVERNE SLO HEDI CHART FOR STAR RENAISSANCE LEARNING (20 POINTS)

HEDI Scoring

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

Highly Effective: MGP ≥ 61
Effective: MGP 37 – 60
Developing: MGP 15 – 36
Ineffective: 1 - 14

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
≥85	71-84	61-70	58-60	55-57	51-54	49-50	47-48	44-46	41-43	39-40	37-38	32-36	29-31	26-28	23-25	20-22	15-19	10-14	5-9	1-4

Task 2.9 – ELA 9 and 10
Task 2.10 – ELA 12

MALVERNE SLO HEDI CHART FOR STAR RENAISSANCE LEARNING (20 POINTS)

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* Highly Effective: MGP ≥ 61 Effective: MGP 35 – 60 Developing: MGP 11 – 34 Ineffective: 1 - 10

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
≥85	71-84	61-70	56-60	52-55	48-51	44-47	41-43	38-40	37	36	35	30-34	26-29	22-25	17-21	14-16	11-13	8-10	5-7	1-4

Task 2.10

HEDI Chart for 3 – 5 and 6 – 8 other courses (not named above)

(includes 3 – 5 Math AIS and Reading AIS)

HEDI Scoring

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

Highly Effective: 84- 100% of the students will meet their growth targets

Effective: 44 - 83% of the students will meet their growth targets.

Developing: 13 - 43% of students will meet their growth targets.

Ineffective: 12% or less of students will meet their growth targets.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100 %	90-95%	84-89%	78-83%	72-77%	66-71%	61-65%	60%	55-59%	51-54%	48-50%	44-47%	39-43%	35-38%	31-34%	25-30%	19 – 24 %	13 – 18%	9-12 %	5-8%	0-4%

Task 2.10

HEDI CHART FOR 9 – 12 OTHER COURSES

HEDI Scoring	
	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)? *Highly Effective: 91- 100% of the students will meet their growth targets* *Effective: 48- 90% of the students will meet their growth targets.* *Developing: 18 - 47% of students will meet their growth targets.* *Ineffective: 17% or less of students will meet their growth targets.*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	96-97%	91-95%	87-90%	81-86%	76-80%	71-75%	67-70%	62-66%	58-61%	53-57%	48-52%	45-47%	41-44%	35-40%	29-34%	23-28%	18-22%	12-17%	6-11%	0-5%

Task 2.10 Grade 8 Living Environment

MALVERNE HEDI CHART FOR GRADE 8 LIVING ENVIRONMENT

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
	99-100	97-98	94-96	91-93	89-90	86-88	83-85	80-82	77-79	74-76	71-73	69-70	61-68	53-60	46-52	38-45	30-37	23-29	15-22	8-14	0-7

Task 2**.11 – K – 2, for Self-contained classes with students with severe disabilities not taking the NYSAA**

MALVERNE SLO HEDI CHART FOR STAR RENAISSANCE LEARNING (20 POINTS)

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* Highly Effective: MGP ≥ 61 Effective: MGP 35 – 60 Developing: MGP 11 – 34 Ineffective: 1 -10

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
≥85	71-84	61-70	56-60	52-55	48-51	44-47	41-43	38-40	37	36	35	30-34	26-29	22-25	17-21	14-16	11-13	8-10	5-7	1-4

Task 2.11 ESL K - 2

HEDI Scoring	
	How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)? *Highly Effective: 86-100% of the students will meet their growth targets* *Effective: 35-85% of the students will meet their growth targets.* *Developing: 7-34% of students will meet their growth targets.* *Ineffective: 6% or less of students will meet their growth targets.*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	86-92%	79-85%	71-78%	64-70%	57-63%	50-56%	45-49%	41-44%	38-40%	35-37%	29-34%	23-28%	18-22%	14-17%	10-13%	7-9%	5-6%	2-4%	0-1%

Task 2.11 Students taking NYSAA grades 3 - 12

HEDI Scoring																					
	Highly Effective: 60-100% *Effective: 36-59%* *Developing: 11-35%* *Ineffective: 10% or less*																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
	80-100	70-79	60-69	55-59	50-54	48-49	46-47	44-45	42-43	40-41	38-39	36-37	31-35	27-30	22-26	19-21	16-18	11-15	6-10	1-5	0

Task 2.11 For 4- 8 Self-contained special education classes not taking NYSAA and not receiving a state provided growth score

Scale score will be converted into a percentage and then the following rules will be applied:

- Exceeds Target = student exceeds target set by more than 5 points (earns 3 points)
- Meets Target = student meets or exceeds target set by less than 5 points (earns 2 points)
- Approaches Target= student does not meet target set, but exceeds baseline performance and falls within 10 points of the target (earns 1 point)
- Declines=student does not meet target set and performance drops below baseline performance level (earns 0 points)

HEDI Scoring

Highly Effective: 2.5-3.0 average points

Effective: .91-2.4 average points

Developing: .60-.90 average points

Ineffective: 0-.59 average points

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
2.9-3.0	2.7-2.8	2.5-2.6	2.3-2.4	2.1-2.2	1.9-2.0	1.7-1.8	1.5-1.6	1.3-1.4	1.1-1.2	.95-1.0	.91-.94	.86-.90	.80-.85	.76-.79	.70-.75	.66-.69	.60-.65	.40-.59	.20-.39	0-.19

Task 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 (Where applicable)

HEDI Translation Template for SLO Scores Counting as 20% of Composite

Enter HEDI Anchor Point (range 9-17) and anticipated SLO Target Percent (as a percent) in the green boxes.

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17	**13**
SLO Target Percent - as %	**70%**

Note: The point values and ranges on the HEDI point scale(from zero to 20) are determined by SED regulations.

	HEDI Points	SLO Target or Percent Mastery Achieved	HEDI scores and Mastery Range
Ineffective			

This template translates a percent achieved on an SLO to a HEDI score. Each translation is based on the target required for that SLO and the HEDI Anchor Point (from 9 to 17) selected.

HEDI Calculat

HEDI Calculator	Number of students	SLO Target or Percent Mastery Selected	Percer Master Achieve
SLO 1	30	90%	92
SLO 2	21	65%	70
SLO 3	23	80%	78
SLO 4			
SLO 5			
SLO 6			

Calculated values are printed in red.

	0	0%	0%	to	5%
	1	6%	6%	to	11%
	2	12%	12%	to	17%
Developing	3	18%	18%	to	22%
	4	23%	23%	to	28%
	5	29%	29%	to	34%
	6	35%	35%	to	40%
	7	41%	41%	to	46%
	8	47%	47%	to	52%
Effective	9	53%	53%	to	56%
	10	57%	57%	to	60%
	11	61%	61%	to	65%
	12	66%	66%	to	69%
	13	70%	70%	to	73%
	14	74%	74%	to	78%
	15	79%	79%	to	82%
	16	83%	83%	to	86%
	17	87%	87%	to	90%
Highly Effective	18	91%	91%	to	95%
	19	96%	96%	to	97%
	20	100%	98%	to	100%

Task 3.1

MALVERNE HEDI CHART

for Locally selected measures of student achievement for teachers in grades for which there is an approved value-added measure (15 points)- STAR Renaissance Learning, Inc.

HEDI Scoring

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

Highly Effective: MGP ≥ 61
Effective: MGP 37 – 60
Developing: MGP 15 – 36
Ineffective: MGP 1 - 14

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	**11**	10	9	8	7	6	5	4	3	2	1	0
Greater than or equal to 71	61-70	51-60	49-50	47-48	44-46	41-43	37-40	29-36	26-28	23-25	20-22	15-19	10-14	5-9	1-4

MALVERNE HEDI CHART FOR STAR RENAISSANCE LEARNING (20 POINTS)

for Locally selected measures of student achievement for teachers (no value added)- STAR Renaissance Learning, Inc.

HEDI Scoring

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

Highly Effective: MGP ≥ 61
Effective: MGP 37 – 60
Developing: MGP 15 – 36
Ineffective: 1 - 14

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
≥85	71-84	61-70	58-60	55-57	51-54	49-50	47-48	44-46	41-43	39-40	37-38	32-36	29-31	26-28	23-25	20-22	15-19	10-14	5-9	1-4

Task 3.2 Math 4 – 8 Local

MALVERNE HEDI CHART

For Locally selected measures for teachers in grades for which there is an approved value-added measure (15 points)

HEDI Scoring

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

Highly Effective: 93% -100% of students will meet their targeted growth score.
Effective: 48% - 92% of students will meet their targeted growth score.
Developing: 18% - 47% of students will meet their targeted growth score.
Ineffective: 0 – 17% of students will meet their targeted growth score.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	**11**	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	85-92%	78-84%	70-77%	63-69%	55-62%	48-54%	42-47%	36-41%	30-35%	24-29%	18-23%	12-17 %	6-11%	0-5%

HEDI CHART MATH

For Locally selected measures for teachers (no value-added) (20 points)

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?*																				
	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
	20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
	98-100	96-97	91-95	87-90	83-86	79-82	74-78	70-73	66-69	61-65	57-60	53-56	47-52	41-46	35-40	29-34	23-28	18-22	12-17	6-11	0-5

TASK 3.4 ELA K-2 Local
3.5 Math K – 3 Local
3.6 Science 6, 7 & 8
3.7 Social Studies 6, 7, 8
3.8 High School Social Studies
3.9 High School Science
3.10 High School Math
3.11 ELA 9 & 10
3.12 5th grade science, Social studies, ELA 12, Economics, K-2 math AIS, K-2 Reading AIS, Other K-2 courses, 3 – 5 Math AIS, 3 – 12 NYSAA courses

MALVERNE SLO HEDI CHART FOR LOCALLY SELECTED MEASURE (20 points)

HEDI Scoring

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

Highly Effective: 91- 100% of the students will meet their growth targets

Effective: 53- 90% of the students will meet their growth targets.

Developing: 18 - 52% of students will meet their growth targets.

Ineffective: 17% or less of students will meet their growth targets.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100 %	96-97%	91-95%	87-90%	83-86%	79-82%	74-78%	70-73%	66-69%	61-65%	57-60%	53-56%	47-52%	41-46%	35-40%	29-34%	23-28%	18-22%	12-17%	6-11%	0-5%

Task 3.4 Third grade ELA

MALVERNE SLO HEDI CHART FOR STAR RENAISSANCE LEARNING (20 POINTS)

HEDI Scoring

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

Highly Effective: MGP ≥ 61
Effective: MGP 37 – 60
Developing: MGP 15 – 36
Ineffective: 1 - 14

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
≥85	71-84	61-70	58-60	55-57	51-54	49-50	47-48	44-46	41-43	39-40	37-38	32-36	29-31	26-28	23-25	20-22	15-19	10-14	5-9	1-4

ELA 11

4 – 8 Self-Contained classes that have taken the State Assessments

MALVERNE SLO HEDI CHART FOR STAR RENAISSANCE LEARNING (20 POINTS)

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* Highly Effective: MGP ≥ 61 Effective: MGP 35 – 60 Developing: MGP 11 – 34 Ineffective: 1 - 10

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
≥85	71-84	61-70	56-60	52-55	48-51	44-47	41-43	38-40	37	36	35	30-34	26-29	22-25	17-21	14-16	11-13	8-10	5-7	1-4

Task 3.12 3 – 5 Reading
6 – 8 Reading

STAR READING ENTERPRISE
HEDI CHART

HEDI Scoring

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

Highly Effective: 61- 99 of the students will meet their growth targets

Effective: 37- 60 of the students will meet their growth targets.

Developing: 15 - 36 of students will meet their growth targets.

Ineffective: 14 or less of students will meet their growth targets.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
≥85	71-84	61-70	58-60	55-57	51-54	49-50	47-48	44-46	41-43	39-40	37-38	32-36	29-31	26-28	23-25	20-22	15-19	10-14	5-9	1-4

Task 3.12 – 9 – 12 courses not named above

HEDI CHART FOR MALVERNE'S AVERAGE OF REGENTS RESULTS COMPARED TO NY STATE'S AVERAGE OF REGENTS RESULTS

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* *Highly Effective – Results are well-above state average for similar students- 8% or more above the state's average* *Effective – Results meet state average for similar students- 7% above to 4% below the state's average* *Developing – Results are below state average for similar students. 5 to 10 % below the state's average* *Ineffective – Results are well-below state average for similar students. 11 or more percent below the state's average*

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
15% or more	11-14%	8-10%	6-7%	4-5%	2-3%	1%	0	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9%	-10	-11 to -14	-15 to -19	-20 Or more

TASK 3.12 – All 3 – 5 courses not named above
All 6 – 8 courses not named above

HEDI CHART FOR SCHOOL WIDE MEASURE FOR STATE ASSESSMENTS

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

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
≥19%.	15% to 18%	11% to 14%	9% to 10%	7% to 8%	4% to 6%	1% to 3%	0	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9%	-10%	-11% to -14%	-15% to -19%	≤ -20%

CONVERSION CHART FOR DETERMINING 60 POINT OTHER MEASURE FOR TEACHERS

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0 - 49	
0 - 1		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.05		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.1		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.2		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.25		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.3		37
1.308		38
1.317		39
1.325		40

1.333		41
1.342		42
1.35		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.4		49
	Developing 50 -56	
1.5		50
1.6		50
1.7		51
1.8		51
1.9		52
2		52
2.1		53
2.2		54
2.3		54
2.4		55
2.5		55
2.6		56
	Effective 57-58	
2.7		57
2.8		57
2.9		57
3		57
3.1		58
3.2		58
3.3		58
3.4		58
	Highly Effective 59-60	
3.5		59
3.6		59
3.7		59
3.8		59
3.9		59
4		60

MALVERNE UNION FREE SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN

Teacher _____ School Year plan is based on _____

Date of related APPR (attached copy) _____ Date of TIP conference _____

I. Areas in need of Improvement:

II. Evidence needed to demonstrate improvement:

III. Timeline for achieving improvement:

IV. Manner of assessing improvement:

V. If appropriate, differentiated activities to support improvement in the targeted areas:

VI. Professional learning activities that the educator must complete:

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____

School: _____

For Principals, Task 7.3

MALVERNE SLO HEDI CHART FOR STAR RENAISSANCE LEARNING (20 POINTS)

HEDI Scoring

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

Highly Effective: MGP ≥ 61
Effective: MGP 37 – 60
Developing: MGP 15 – 36
Ineffective: 0 - 14

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
≥85	71-84	61-70	58-60	55-57	51-54	49-50	47-48	44-46	41-43	39-40	37-38	32-36	29-31	26-28	23-25	20-22	15-19	10-14	5-9	0-4

TASK 8.1

PRINCIPAL'S HEDI CHART FOR

LOCALLY SELECTED MEASURES

HEDI Scoring	*How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?* Highly Effective: 93% -100% of students will meet their targeted growth score. Effective: 48% - 92% of students will meet their targeted growth score. Developing: 18% - 47% of students will meet their targeted growth score. Ineffective: 0 – 17% of students will meet their targeted growth score.															
	HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
	15	14	13	12	**11**	10	9	8	7	6	5	4	3	2	1	0
	97-100%	93-96%	85-92%	78-84%	70-77%	63-69%	55-62%	48-54%	42-47%	36-41%	30-35%	24-29%	18-23%	12-17%	6-11%	0-5%

TASK 8.2

HEDI CHART FOR PRINCIPALS FOR

LOCALLY SELECTED MEASURES – NO VALUE ADDED

HEDI Scoring

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

Highly Effective: 93- 100% of the students will meet their growth targets

Effective: 48- 92% of the students will meet their growth targets.

Developing: 18 - 47% of students will meet their growth targets.

Ineffective: 17% or less of students will meet their growth targets.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	96-97%	93-95%	89-92%	85-88%	81-84%	76-80%	71-75%	66-70%	60-65%	54-59%	48-53%	44-47%	39-43%	33-38%	28-32%	23-27%	18-22%	12-17%	6-11%	0-5%

CONVERSION CHART FOR 60 POINTS OTHER MEASURE - PRINCIPALS

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective 0 - 49	
1		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.05		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.1		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.2		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.25		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.3		37
1.308		38
1.317		39
1.325		40

1.333		41
1.342		42
1.35		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.4		49
	Developing 50 -56	
1.5		50
1.6		50
1.7		51
1.8		51
1.9		52
2		52
2.1		53
2.2		54
2.3		54
2.4		55
2.5		55
2.6		56
	Effective 57-58	
2.7		57
2.8		57
2.9		57
3		57
3.1		58
3.2		58
3.3		58
3.4		58
	Highly Effective 59-60	
3.5		59
3.6		59
3.7		59
3.8		59
3.9		59
4		60

MALVERNE SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

The Principal Improvement Plan shall be developed and implemented no later than ten (10) school days after the start of a school year. Progress towards improvement on specific areas listed in item #1, below, shall be noted in the principal's annual review. The final meeting between principal and Principal's supervisor must occur on or before June 15 of the school year that the PIP is in effect.

Principal **School year plan is based**

School **Date of PIP commencement**

Date of related APPR (attach copy)

DOMAINS	AREA OF IMPROVEMENTS	DESIRED OUTCOMES	ACTIVITIES AND TIMELINE	MANNER OF ASSESSING IMPROVEMENT	PLAN TO IMPROVE

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: 5/6/14

Teachers Union President Signature: Date: 5/6/14

Muriel Thomson

Administrative Union President Signature: Date: 5-6-14

Margaret McDaid

Board of Education President Signature: Date: 5/6/14

Marguerite O'Connor