



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

Commissioner of Education  
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December 26, 2012

Robert Shaps, Superintendent  
Mamaroneck Union Free School District  
1000 West Boston Post Road  
Mamaroneck, NY 10543

Dear Superintendent Shaps:

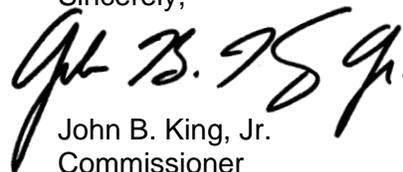
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: James T. Langlois

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

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, August 16, 2012

Updated Wednesday, December 19, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 660701030000

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

660701030000

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

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

MAMARONECK UFSD

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

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

(No response)

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Thursday, August 23, 2012

Updated Thursday, December 20, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	ELA state assessment grades 4 and 5.
1	School-or BOCES-wide, group or team results based on State assessments	ELA state assessment grades 4 and 5.
2	School-or BOCES-wide, group or team results based on State assessments	ELA state assessment grades 4 and 5.

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades K-2: Principal will establish a baseline, based on the average of the state scores in the school building for 4th and 5th grade ELA state assessments.  For grade 3: Students will be given an ELA pre-test at the beginning of the year; principal will establish a baseline that will be used to set individual growth targets. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90%-100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	75%-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65%-74% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 65% of the students meet or exceed the identified growth target.

### 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	School-or BOCES-wide, group or team results based on State assessments	Math state assessment grades 4 and 5.
1	School-or BOCES-wide, group or team results based on State assessments	Math state assessment grades 4 and 5.
2	School-or BOCES-wide, group or team results based on State assessments	Math state assessment grades 4 and 5.
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades K-2: Principal will establish a baseline, based on the average of the state scores in the school building for 4th and 5th grade. math state assessments.  For grade 3: Students will be given a math pre-test at the beginning of the year to establish a baseline; principals will use that baseline to set individual growth targets. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90%-100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	75%-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65%-74% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 65% of the students meet or exceed the identified 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	Mamaroneck Grade 6 Science Assessment.
7	District, regional or BOCES-developed assessment	Mamaroneck Grade 7 Science Assessment.
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Grades 6-7 Science: Principal will assign a baseline, based on the average of state scores in the school building for 6-8 ELA and Math state assessments.</p> <p>Grade 8 Science: Students will be given a science pre-test at the beginning of th year to establish a baseline; the principal will use this baseline to set individual growth targets. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90%-100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	75%-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65%-74% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Less than 65% of the students meet or exceed the identified 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	Mamaroneck Grade 6 Social Studies Assessment.
7	District, regional or BOCES-developed assessment	Mamaroneck Grade 7 Social Studies Assessment.
8	District, regional or BOCES-developed assessment	Mamaroneck Grade 8 Social Studies Assessment.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grades 6-8 Social Studies: Principal will assign a baseline, based on the average of state scores in the school building for 6-8 ELA and Math state assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90%-100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	75%-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	65%-74% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of the students meet or exceed the identified growth target.

## 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 School-/BOCES-wide group/team results based on State assessments	Average of NY State Regents Exams (Global History, American History, Biology, Chemistry, Algebra, Geometry, Algebra II/Trigonometry, and English).

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and

assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Global 1: The principal will examine baseline data and set appropriate growth targets for teachers based on the the average of the state scores in the school building for all high school English, Science, Math, and Social Studies Regents Exams.
	High School Global 2 and American History Regents: Students will be given a social studies pre-test at the beginning of the year to establish a baseline; this baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90%-100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	75%-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	65%- 74% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of the students meet or exceed the identified growth target.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	High School Science Regents Courses: Students will be given a science pre-test at the beginning of year to establish a baseline. The principal will use this baseline to set individual growth targets. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90%-99% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	75%-89% of the students meet or exceed the identified growth target.

Developing (3 - 8 points) Results are below District goals for similar students.	65%-74% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of the students meet or exceed the identified growth target.

## 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	High School Math Regents Courses: Students will be given a math pre-test at the beginning of year to establish a baseline. The principal will use this baseline to set individual growth targets. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90%-100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	75%-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	65%-74% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of the students meet or exceed the identified growth target.

## 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	School-/BOCES-wide group/team results based on State assessments	Average of NY State Regents Exams (Global History, American History, Biology, Chemistry, Algebra, Geometry,

		Algebra II/Trigonometry, and English).
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Average of NY State Regents Exams (Global History, American History, Biology, Chemistry, Algebra, Geometry, Algebra II/Trigonometry, and English).
Grade 11 ELA	Regents assessment	NYS 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Grade 9 and Grade 10 ELA Courses: Principal will assign scores to teachers based on the the average of the state scores in the school building for all high school English, Science, Math, and Social Studies Regents Exams.  Grade 11 Regents Course: STudents will be given an ELA pre-test at the beginning of year to establish a baseline; this baseline will be used to set individual growth targets; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding individual targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90%-100% of the students meet or exceed the identified growth target.
Effective (9 - 17 points) Results meet District goals for similar students.	75%-89% of the students meet or exceed the identified growth target.
Developing (3 - 8 points) Results are below District goals for similar students.	65%-74% of the students meet or exceed the identified growth target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 65% of the students meet or exceed the identified growth target.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art K-5	School/BOCES-wide/group/team results based on State	ELA and math state assessments for grades 4 and 5.
Music K-5	School/BOCES-wide/group/team results based on State	ELA and math state assessments for grades 4 and 5.
PE K-5	School/BOCES-wide/group/team results based on State	ELA and math state assessments for grades 4 and 5.
Special Education - Special Class K-5	State Assessment	ELA and math state assessments for grades 3, 4, and 5.
Tiered Support K-5	School/BOCES-wide/group/team results based on State	ELA and math state assessments for grades 4 and 5.

Art 6-8	School/BOCES-wide/group/team results based on State	Grades 6 - 8 ELA and Math NY State Assessments.
Music 6-8	School/BOCES-wide/group/team results based on State	Grades 6 - 8 ELA and Math NY State Assessments.
PE 6-8	School/BOCES-wide/group/team results based on State	Grades 6 - 8 ELA and Math NY State Assessments.
ESOL 6-8	State Assessment	NYSESLAT
Special Education - Special Classes 6-8	State Assessment	Grades 6 - 8 ELA and Math NY State Assessments.
Languages Other Than English 6-8	School/BOCES-wide/group/team results based on State	Grades 6 - 8 ELA and Math NY State Assessments.
Art 9-12	School/BOCES-wide/group/team results based on State	Average of NY State Regents Exams (Global History, American History, Biology, Chemistry, Algebra, Geometry, Algebra II/Trigonometry, and English).
Music 9-12	School/BOCES-wide/group/team results based on State	Average of NY State Regents Exams (Global History, American History, Biology, Chemistry, Algebra, Geometry, Algebra II/Trigonometry, and English).
PE 9-12	School/BOCES-wide/group/team results based on State	Average of NY State Regents Exams (Global History, American History, Biology, Chemistry, Algebra, Geometry, Algebra II/Trigonometry, and English).
ESOL 9-12	State Assessment	NYSESLAT
Special Education - Special Classes 9-12	State Assessment	Average of NY State Regents Exams (Global History, American History, Biology, Chemistry, Algebra, Geometry, Algebra II/Trigonometry, and English).
Languages Other Than English 9-12	School/BOCES-wide/group/team results based on State	Average of NY State Regents Exams (Global History, American History, Biology, Chemistry, Algebra, Geometry, Algebra II/Trigonometry, and English).
Non-Regents English, Math, Science, and Social Studies 9-12	School/BOCES-wide/group/team results based on State	Average of NY State Regents Exams (Global History, American History, Biology, Chemistry, Algebra, Geometry, Algebra II/Trigonometry, and English).

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

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

Elementary Courses/Subjects: The principal will assign a growth score to a teacher based on the average of the state scores for 4th and 5th grade ELA and Math state assessments. Since these scores will be based on value added measures awarded to the school and its teachers, the attachment included in this section identifies how the

points will be converted to a 20 point scale.

Middle School Courses/Subjects: The principal will assign scores to teachers based on the average of the state scores for 6th, 7th, and 8th grade ELA and Math state assessments. Since these scores will be based on value added measures awarded to the school and its teachers, the attachment included in this section identifies how the points will be converted to a 20 point scale.

High School Course/Subjects: The principal will assign growth scores to teachers based on the average of all New York State Regents Exams. The attachment included in this section identifies how the points will be converted to a 20 point scale.

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

90%-100% of the students meet or exceed the identified growth target.

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

75%-89% of the students meet or exceed the identified growth target.

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

65%-74% of the students meet or exceed the identified growth target.

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

Less than 65% of the students meet or exceed the identified growth target.

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/166527-TXEttx9bQW/Mamaroneck UFSD SLO Composite Score and Local HEDI Correlations.pdf*

## 2.12) Locally Developed Controls

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

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

*NA*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Thursday, August 23, 2012

Updated Wednesday, December 19, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.
5	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.

6	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 6-8, using the grades 6th, 7th, and 8th grades ELA and math state assessments and the algebra and earth science Regents exams.
7	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 6-8, using the grades 6th, 7th, and 8th grades ELA and math state assessments and the algebra and earth science Regents exams.
8	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 6-8, using the grades 6th, 7th, and 8th grades ELA and math state assessments and the algebra and earth science Regents exams.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>At the elementary school level for grades K-5 teachers, the principal will assign scores based on the aggregate percentage of all elementary students scoring 3 or 4 on state assessments in ELA, math, and science. HEDI points will be assigned based on the % of students meeting/exceeding performance targets.</p> <p>At the middle school level, for all grades 6-8 teachers, scores will be assigned to a teacher based on the aggregate percentage of all middle students scoring 3 or 4 on state assessments in ELA and math and passing scores (65 or higher) on algebra and earth science Regents exams; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding performance targets.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students are well above District expectations for achievement of learning standards as measured by 90% - 100% students performing at levels 3 or 4 on state assessments and passing scores (65 or higher) on algebra and earth science Regents exams (based on 2011 cut-off scores).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students meet District expectations for achievement of learning standards as measured by between 75% - 89% of students performing at levels 3 or 4 on state assessments and passing scores (65 or higher) on algebra and earth science Regents exams (based on 2011 cut-off scores).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students are below District expectations for achievement of learning standards as measured by between 65% and 74% of students performing at levels 3 or 4 on state assessments and passing scores (65 or higher) on algebra and earth science Regents exams (based on 2011 cut-off scores).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students meet District expectations for achievement of learning standards as measured by 64% or fewer students performing at levels 3

or 4 on state assessments and passing scores (65 or higher) on algebra and earth science Regents exams (based on 2011 cut-off scores).

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.
5	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.
6	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 6-8, using the grades 6th, 7th, and 8th grades ELA and math state assessments and the algebra and earth science Regents exams
7	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 6-8, using the grades 6th, 7th, and 8th grades ELA and math state assessments and the algebra and earth science Regents exams
8	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 6-8, using the grades 6th, 7th, and 8th grades ELA and math state assessments and the algebra and earth science Regents exams

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.	<p>At the elementary school level, for grades K-5 teachers, principals will assign scores based on the aggregate percentage of all elementary students scoring 3 or 4 on state assessments in ELA and math. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding performance targets.</p> <p>At the middle school level, for grades 6-8 teachers, scores will be assigned to a teacher based on the aggregate percentage of all middle students scoring 3 or 4 on state assessments in ELA and math and passing scores (65 or higher) on algebra and earth science Regents exams; HEDI points will be allocated to a teacher based on the % of students meeting/exceeding performance targets.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students are well above District expectations for achievement of learning standards as measured by 90% - 100% of students performing at levels 3 or 4 on state assessments and

passing scores (65 or higher) on algebra and earth science Regents exams (based on 2011 cut-off scores).

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

The school-wide results for all students meet District expectations for achievement of learning standards as measured by between 75% - 89% of students performing at levels 3 or 4 on state assessments and passing scores (65 or higher) on algebra and earth science Regents exams (based on 2011 cut-off scores).

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

The school-wide results for all students are below District expectations for achievement of learning standards as measured by between 65% - 74% of students performing at levels 3 or 4 on state assessments and passing scores (65 or higher) on algebra and earth science Regents exams (based on 2011 cut-off scores).

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

The school-wide results for all students meet District expectations for achievement of learning standards as measured by 64% or fewer of students performing at levels 3 or 4 on state assessments and passing scores (65 or higher) on algebra and earth science Regents exams (based on 2011 cut-off scores).

### 3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/166535-rhJdBgDruP/Mamaroneck UFSD - Local Measures of Growth and Achievement.pdf>

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.
1	6(ii) School-wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.
2	6(ii) School-wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.
3	6(ii) School-wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.

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.	At the elementary school level, for grades K-5 teachers, principals will assign scores based on the aggregate percentage of all elementary students scoring 3 or 4 on state assessments in ELA and math. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding performance targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students are well above District expectations for achievement of learning standards as measured by 90%- 100% of students performing at levels 3 or 4 on state assessments (based on 2011 cut-off scores).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students meet District expectations for achievement of learning standards as measured by between 75% - 89% of students performing at levels 3 or 4 on state assessments (based on 2011 cut-off scores).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students are below District expectations for achievement of learning standards as measured by between 65% - 74% of students performing at levels 3 or 4 on state assessments (based on 2011 cut-off scores).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students are well below District expectations for achievement of learning standards as measured by 64% or fewer of students performing at levels 3 or 4 on state assessments (based on 2011 cut-off scores).

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.
1	6(ii) School-wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.
2	6(ii) School-wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.
3	6(ii) School-wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science 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.	At the elementary school level, for grades K-5 teachers including art, library, music, reading, and physical education, principals will assign scores based on the aggregate percentage of all elementary students scoring 3 or 4 on state assessments in ELA and math. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding performance targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students are well above District expectations for achievement of learning standards as measured by 90% - 100% of students performing at levels 3 or 4 on state assessments (based on 2011 cut-off scores).
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students meet District expectations for achievement of learning standards as measured by between 75% - 89% of students performing at levels 3 or 4 on state assessments (based on 2011 cut-off scores).
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students are below District expectations for achievement of learning standards as measured by between 65% - 74% of students performing at levels 3 or 4 on state assessments (based on 2011 cut-off scores).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide results for all students are well below District expectations for achievement of learning standards as measured by 64% or fewer of students performing at levels 3 or 4 on state assessments (based on 2011 cut-off scores).

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	The school wide measure aggregates the scores for grades 6-8, using the 6-8 ELA and Math state assessments, and earth science and algebra Regents exams.
7	6(ii) School wide measure computed locally	The school wide measure aggregates the scores for grades 6-8, using the 6-8 ELA and Math state assessments, and earth science and algebra Regents exams.
8	6(ii) School wide measure computed locally	The school wide measure aggregates the scores for grades 6-8, using the 6-8 ELA and Math state assessments, and earth science and algebra Regents exams.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>At the middle school level, for grades 6-8 teachers, the principal will assign score to a teacher based on the aggregate percentage of all middle students scoring 3 or 4 on state assessments in ELA and math and passing scores (65 or higher) on algebra and earth science Regents exams. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding performance targets.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The school-wide results for all students are well above District expectations for achievement of learning standards as measured by 90% - 100% of students performing at levels 3 or 4 on state assessments in ELA and math (based on 2011 cut-off scores) and passing scores (65 or higher) on the earth science and algebra Regents exams (based on 2011 cut-off scores).</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The school-wide results for all students meet District expectations for achievement of learning standards as measured by between 75% - 89% of students performing at levels 3 or 4 on state assessments in ELA and math (based on 2011 cut-off scores) and passing scores (65 or higher) on the earth science and algebra Regents exams.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The school-wide results for all students are below District expectations for achievement of learning standards as measured by between 65% - 74% of students performing at levels 3 or 4 on state assessments in ELA and math (based on 2011 cut-off scores) and passing scores (65 or higher) on the earth science and algebra Regents exams.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The school-wide results for all students are well below District expectations for achievement of learning standards as measured by 64% or fewer of students performing at levels 3 or 4 on state assessments in ELA nad math (based on 2011 cut-off scores) and passing scores (65 or higher) on algebra and earth science Regents exams (based on 2011 cut-off scores).</p>

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	The school wide measure aggregates the scores for grades 6-8, using the ELA and math state assessments and earth science and algebra Regents exams.
7	6(ii) School wide measure computed locally	The school wide measure aggregates the scores for grades 6-8, using the ELA and math state assessments and earth science and algebra Regents exams.
8	6(ii) School wide measure computed locally	The school wide measure aggregates the scores for grades 6-8, using the ELA and math state assessments and earth science and algebra Regents exams.

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>At the middle school level, for grades 6-8 teachers, the principal will assign scores to a teacher based on the aggregate percentage of all middle students scoring 3 or 4 on state assessments in ELA and math and passing scores(65 or higher) on algebra and earth science Regents exams. HEDI points will be allocated to a teacher based on the % of students meeting/exceeding performance targets.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The school-wide results for all students are well above District expectations for achievement of learning standards as measured by 90% - 100% of students performing at levels 3 or 4 on state assessments in ELA and math (based on 2011 cut-off scores) and passing scores (65 or higher) on the earth science and algebra Regents exams (based on 2011 cut-off scores).</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The school-wide results for all students meet District expectations for achievement of learning standards as measured by between 75% - 89% of students performing at levels 3 or 4 on state assessments in ELA and math (based on 2011 cut-off scores) and passing scores (65 or higher) on the earth science and algebra Regents exams.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The school-wide results for all students are below District expectations for achievement of learning standards as measured by between 65% - 74% of students performing at levels 3 or 4 on state assessments in ELA and math (based on 2011 cut-off scores) and passing scores (65 or higher) on the earth science and algebra Regents exams.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The school-wide results for all students are well below District expectations for achievement of learning standards as measured by 64% or fewer of students performing at levels 3 or 4 on state assessments in ELA and math (based on 2011 cut-off scores) and passing scores (65 or higher) on algebra and earth science Regents exams (based on 2011 cut-off scores).</p>

### 3.8) High School Social Studies

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
---	------------

Global 1	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.
Global 2	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.
American History	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.

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.	At the high school level, the principal will assign scores to a teacher based on the aggregate percentage of all high school students scoring 65 or higher on Regents exams and the percentage of students taking Advanced Placement courses who score 3 or better on at least one Advanced Placement exam. HEDI points will be allocated to a high school teacher based on the % of students meeting/exceeding performance targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	See Chart 3.13.

for grade/subject.

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

See Chart 3.13.

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

See Chart 3.13.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.
Earth Science	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.
Chemistry	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.
Physics	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores

above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.

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.	At the high school level, the principal will assign scores to a teacher based on the aggregate percentage of all high school students scoring 65 or higher on Regents exams and the percentage of students taking Advanced Placement courses who score 3 or better on at least one Advanced Placement exam. HEDI points will be allocated to a high school teacher based on the % of students meeting/exceeding performance targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.13.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigometry) scores above 65 and the percentage of students enrolled in AP courses (Art History,

		Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.
Geometry	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.
Algebra 2	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	At the high school level, the principal will assign scores to a teacher based on the aggregate percentage of all high school students scoring 65 or higher on Regents exams and the percentage of students taking Advanced Placement courses who score 3 or better on at least one Advanced Placement exam. HEDI points will be allocated to a high school teacher based on the % of students meeting/exceeding performance targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.13.

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

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.
Grade 10 ELA	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.
Grade 11 ELA	6(ii) School wide measure computed locally	The district-developed school-wide measure for Global 1 consists of the aggregate percentage of all Regents exams (Global History, American History, Biology, Chemistry, English, Algebra, Geometry, Algebra II/Trigonometry) scores above 65 and the percentage of students enrolled in AP courses (Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science) with a score of 3 or better on at least one AP exam.

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	At the high school level, the principal will assign scores to a teacher based on the aggregate percentage of all high school students scoring 65 or higher on Regents exams and the percentage of students taking Advanced Placement courses who score 3 or better on at least one Advanced Placement exam. HEDI points will be allocated to a high school teacher based on the % of students meeting/exceeding performance targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Chart 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
K-5 Art, music, physical education	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.
K-5 special education, library, ESOL	6(ii) School wide measure computed locally	The school-wide measure aggregates the scores for grades 3-5, using the grades 3,4, and 5 ELA and math assessments and the grade 4 NY State science assessment.
6-8 art, music, physical education, ESOL	6(ii) School wide measure computed locally	The school wide measure aggregates the scores for grades 6-8, using the ELA and math state assessments and earth science and algebra Regents exams.
6-8 special education, library, technology, world language, and reading, home and careers, health	6(ii) School wide measure computed locally	The school wide measure aggregates the scores for grades 6-8, using the ELA and math state assessments and earth science and algebra Regents exams.
9-12 art, music, special education, library, physical education, reading, drama, technology, world language ESOL, home and careers, health	6(ii) School wide measure computed locally	The district-developed school-wide measure for Grade 9 ELA consists of the aggregate percentage of all Regents exam scores above 65 and the percentage of students enrolled in AP courses with a score of 3 or better on at



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

At the elementary level the school-wide results for all students are well above District expectations for achievement of learning standards as measured by 90% - 100% of students performing at levels 3 or 4 on the NY state grades 3-5 ELA and Math assessments and the Grade 4 Science Assessment (based on 2011 cut-off scores).

At the middle school level, The school-wide results for all students are well above District expectations for achievement of learning standards as measured by 90% -100% of students performing at levels 3 or 4 on the NY State ELA and Math Assessments for grades 6-8 (based on 2011 cut-off scores) and passing scores on the NY State earth science and algebra Regents exams (based on 2011 cut-off scores).

At the high school level, The school-wide results for all students are well above District expectations for achievement of learning standards as measured by 90% - 100% of Regents exams at the passing level (based on 2011 cut-off scores) and 90%- 100% of Advanced Placement students scoring 3 or better on at least one AP exam.

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

At the elementary level, the school-wide results for all students meet District expectations for achievement of learning standards as measured by between 75% - 89% of students performing at levels 3 or 4 on NY State ELA and math assessments at grades 3-5 and the NY State Grade 4 science exam (based on 2011 cut-off scores).

At the middle school level, the school-wide results for all students meet District expectations for achievement of learning standards as measured by between 75% - 89% of students performing at levels 3 or 4 on the NY State ELA and math assessments for grades 6-8 (based on 2011 cut-off scores) and passing scores on the earth science and algebra Regents exams (based on 2011 cut-off scores).

At the high school level, the school-wide results for all students meet District expectations for achievement of learning standards as measured by between 75% - 89% of Regents exams scoring at the passing level (based on 2011 cut-off scores) and by between 75% - 89% of Advanced Placement students scoring 3 or better on at least one AP exam.

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

At the elementary level, the school-wide results for all students meet District expectations for achievement of learning standards as measured by between 65% -74% of students performing at levels 3 or 4 on NY State ELA and math assessments at grades 3-5 and the NY State Grade 4 science exam (based on 2011 cut-off scores).

At the middle school level, the school-wide results for all students meet District expectations for achievement of learning standards as measured by between 65% -74% of

students performing at levels 3 or 4 on the NY State ELA and math assessments for grades 6-8 (based on 2011 cut-off scores) and passing scores on the earth science and algebra Regents exams (based on 2011 cut-off scores).

At the high school level, the school-wide results for all students meet District expectations for achievement of learning standards as measured by between 65% -74% of Regents exams scoring at the passing level (based on 2011 cut-off scores) and by between 65% - 74% of Advanced Placement students scoring 3 or better on at least one AP exam.

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

At the elementary level, the school-wide results for all students meet District expectations for achievement of learning standards as measured by between 65% -74% of students performing at levels 3 or 4 on NY State ELA and math assessments at grades 3-5 and the NY State Grade 4 science exam (based on 2011 cut-off scores).

At the middle school level, the school-wide results for all students meet District expectations for achievement of learning standards as measured by 64% or fewer of students performing at levels 3 or 4 on the NY State ELA and math assessments for grades 6-8 (based on 2011 cut-off scores) and passing scores on the earth science and algebra Regents exams (based on 2011 cut-off scores).

At the high school level, the school-wide results for all students meet District expectations for achievement of learning standards as measured by 64% or fewer of Regents exams scoring at the passing level (based on 2011 cut-off scores) and by 64% or fewer of Advanced Placement students scoring 3 or better on at least one AP exam.

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/166535-y92vNseFa4/Mamaroneck UFSD - Local Measures of Growth and Achievement.pdf>

### 3.14) Locally Developed Controls

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

### 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.

*In the event a teacher is required to use multiple locally-selected measures, we will follow the process outlined in guidance pertaining to SLOs. Specifically, the lead evaluator will assess the results and determine a HEDI rating and point value for each locally-selected measure separately, rounding to the nearest whole number. Each will then be weighted proportionally based on the number of students included in all local assessments.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Wednesday, September 12, 2012

Updated Friday, December 21, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Marshall's Teacher Evaluation Rubric*

*Not Applicable*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

*(No response)*

### 4.3) Survey Tools (if applicable)

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

*(No response)*

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*The district will use the Marshall Rubric and will weight the six domains equally as follows:*

- A. Planning and Preparation for Learning: 15 points*
- B. Classroom Management: 15 points*
- C. Delivery of Instruction: 15 points*
- D. Monitoring, Assessment, and Follow Up: 15 points*
- E. Family and Community Outreach: 15 points*
- F. Professional Responsibilities: 15 points*

*All ninety points from the six domains will be based on multiple classroom observations including announced and unannounced*

observations.

Within each domain, a teacher will be assigned a score for each of the ten elements as follows:

Highly Effective: 1.5

Effective: 1.0

Developing: 0.5

Ineffective: 0.1

A teacher's score within each domain thus ranges from 1.0 - 15.0 The following ranges indicate the teacher's effectiveness within each domain:

Highly Effective: 15.0 - 13.0

Effective: 12.0 - 8.0

Developing: 7.0 - 4.0

Ineffective: 3.0 - 1.0

This scoring process is repeated for each domain resulting in a total possible score of between 6.0 - 90.0 points. A teacher's total score out of ninety possible points is divided by 60 and multiplied by 100 to generate a percent ranging from 10% to 150% (See uploaded chart). Using the conversion chart, a teacher's percentage is then converted to a HEDI performance score ranging from 0 to 60.

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

[assets/survey-uploads/5091/175712-eka9yMJ855/Mamaroneck UFSD HEDI CONVERSION SCALE Final - 12-21-12\\_1.xls](#)

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.	A converted score between 58.5 - 60.4 demonstrates highly effective implementation of the Marshall Teacher Performance Rubric and reflects results that exceed NYS Teaching Standards.
Effective: Overall performance and results meet NYS Teaching Standards.	A converted score between 56.5 - 58.4 demonstrates effective implementation of the Marshall Teacher Performance Rubric and reflects results that meet NYS Teaching Standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A converted score between 50.0 - 56.4 demonstrates developing implementation of the Marshall Teacher Performance Rubric and reflects results that need improvement in order to meet NYS Teaching Standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A converted score between 0 - 48.75 demonstrates ineffective implementation of the Marshall Teacher Performance Rubric and reflects results that do not meet NYS Teaching Standards.

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	1
4.6) Observations of Probationary Teachers   Informal/Short	8
4.6) Observations of Probationary Teachers   Enter Total	9

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	0
4.7) Observations of Tenured Teachers   Informal/Short	8
4.7) Observations of Tenured Teachers   Total	8

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, October 04, 2012

Updated Monday, December 03, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Thursday, September 13, 2012  
Updated Wednesday, December 19, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/176139-Df0w3Xx5v6/APPR TIP Form - Mamaroneck UFSD.doc](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *APPEALS PROCESS:*

*A. A teacher who receives an ineffective or developing rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the evaluator, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SBL Certification. A tenured teacher may choose to submit a written rebuttal upon determination of*

an "Effective Rating" if desired but may not appeal such rating.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a TIP must be commenced within ten (10) calendar days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. The evaluator shall respond to the appeal with a written answer that either grants the appeal or directs further administrative action or denies the appeal. Such decision shall be made within ten (10) calendar days of the receipt of the appeal.

E. In the event that the teacher is unsatisfied with the result of the appeal, a further appeal may be taken to the Superintendent of Schools within ten (10) calendar days of receipt of the administrator's decision upon the appeal.

1. The first part of the appeal to the Superintendent shall consist of a review of the appeal by an Appeals Committee that shall be composed of the following membership:

The MTA President or designee

Two (2) tenured teachers selected by the MTA President or designee

One (1) tenured administrator selected by the Superintendent of Schools

2. Upon the selection of committee members, those who have not previously been trained in the appeals process by the District shall immediately be provided with such training.

3. The Appeals Committee shall conduct its proceedings confidentially and make a written recommendation to the Superintendent of Schools within ten (10) calendar days of receipt of the appeal.

F. The recommendation of the Appeals Committee shall not be revealed to any party other than the Superintendent of Schools, who following review of said recommendations shall issue his or her decision within ten (10) calendar days of receipt of the Appeals Committee's recommendation. In no event will the period not be timely and expeditious. The decision of the Superintendent shall be final and binding upon all parties in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law.

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

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

Beginning in 2011-2012 lead evaluators and evaluators have been properly trained within the district in the six elements of the Marshall Rubric required for certification as a lead evaluator or evaluator. We will establish and follow a certification calendar for evaluator training and recertification. Inter-rater reliability will be achieved through district level trained administrators collaborating on classroom observations using reviews of teacher observation reports and evaluations.

During the 2012-2013 school year and going forward, Lead Evaluators and Evaluators will be recertified on an annual basis via workshops conducted at administrative council meetings and building-level coaching by an external consultant. Lead Evaluators and Evaluators will continue to receive training in all aspects of the APPR process including classroom observation techniques, providing feedback to teachers, data collection, and summary notation of performance.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, October 12, 2012  
Updated Wednesday, December 19, 2012

## Page 1

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	NA
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, September 13, 2012

Updated Thursday, December 20, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	NY State ELA and Math Assessment in grades 3-5 and NY State Science Assessment in grade 4.
6-8	(d) measures used by district for teacher evaluation	NY State ELA and Math Assessments in grades 6-8 and Earth Science and Algebra Regents Exams.
9-12	(d) measures used by district for teacher evaluation	All NY State Regents exams for Global History, US History, English, Algebra, Geometry, Algebra 2, Living Environment, Chemistry, and Physics, and Advanced Placement exams in Art History, Studio Art, English Language, English Literature, Micro/Macro Economics, US History, World History, Calculus AB/BC, Statistics, Biology, Chemistry, Environmental Science, Physics B/C, French Language, Spanish Language, Chinese, and Computer Science.

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>K-5 Principals: The superintendent will assign a local measure score to each principal based on aggregate percentage of all elementary students in his/her school scoring 3 or 4 on grades 3-5 NY State ELA and Math Assessments and the Grade 4 NY State Science assessment. HEDI points will be assigned based on the % of students meeting/exceeding performance targets.</p> <p>6-8 Principal: The Principal's Local Measure score will be assigned to him based on the aggregate percentage of all</p>
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middle school students scoring 3 or 4 on grades 6-8 NY State Assessments in ELA and math and passing scores (65 or higher) on algebra and earth science Regents exams. HEDI points will be allocated to the principal based on the percentage of students meeting/exceeding performance targets.

9-12 Principal: The principal's Local Measure score will be assigned to her based on the aggregate percentage of all NY State Regents exam results at the passing level (65 or higher) and the aggregate percentage of Advanced Placement students scoring 3 or better on at least one AP exam. HEDI points will be allocated to the principal based on the percentage of students meeting/exceeding performance targets.

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

90% - 100% MEET STANDARD

K-5: The principals' scores will be assigned based on school-wide results for students that are well above District expectations for achievement of learning standards as measured by 90% - 100% of students performing at levels 3 or 4 on grades 3-5 NY State ELA and Math assessments and the grade 4 NY State Science Assessment (based on 2011 cut-off scores).

See Chart 8.1.

9-12: The principal's score will be assigned based on school-wide results for all students that are well above District expectations for achievement of learning standards as measured by 90% - 100% of students performing at the passing level (based on 2011 cut-off scores) and the aggregate percentage of Advanced Placement students scoring 3 or better on at least one AP exam.

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

Between 75%-89% MEET STANDARD

K-5: The principals' scores will be assigned based on school-wide results for students that are well above District expectations for achievement of learning standards as measured by 75% - 89% of students performing at levels 3 or 4 on grades 3-5 NY State ELA and Math assessments and the grade 4 NY State Science Assessment (based on 2011 cut-off scores).

See Chart 8.1.

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

Between 65% - 74% MEET STANDARD

K-5: The principals' scores will be assigned based on school-wide results for students that are well above District expectations for achievement of learning standards as measured by 65% - 74% of students performing at levels 3 or 4 on grades 3-5 NY State ELA and Math assessments and the grade 4 NY State Science Assessment (based on 2011 cut-off scores).

See Chart 8.1.

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

64% or Fewer MEET STANDARD

K-5: The principals' scores will be assigned based on school-wide results for students that are well above District expectations for achievement of learning

standards as measured by 64% or fewer of students performing at levels 3 or 4 on grades 3-5 NY State ELA and Math assessments and the grade 4 NY State Science Assessment (based on 2011 cut-off scores).

See Chart 8.1.

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

*(No response)*

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

*assets/survey-uploads/5366/176374-qBFVOWF7fC/Mamaroneck UFSD - Local Measures of Growth and Achievement.pdf*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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

(No response)

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

*(No response)*

### 8.3) Locally Developed Controls

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

*(No response)*

### 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.

*NA*

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, September 12, 2012

Updated Friday, December 21, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Marshall's Principal Evaluation Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The district will use the Marshall Principal Rubric and will weight the six domains equally as follows:*

- A. Diagnosis and Planning: 15 points*
- B. Priority Management and Communication: 15 points*
- C. Curriculum and Data: 15 points*
- D. Supervision, Evaluation, and Professional Development: 15 points*
- E. Discipline and Parent Involvement: 15 points*
- F. Management and External Relations: 15 points*

*All ninety points from the six domains will be based on multiple announced and unannounced observations.*

*Within each domain, a principal will be assigned a score for each of the ten elements as follows:*

*Highly Effective: 1.5*

*Effective: 1.0*

*Developing: 0.5*

*Ineffective: 0.1*

*A principal's score within each domain thus ranges from 1.0 - 15.0 The following ranges indicate the principal's effectiveness within each domain:*

*Highly Effective: 15.0 - 13.0*

*Effective: 12.0 - 8.0*

*Developing: 7.0 - 4.0*

*Ineffective: 3.0 - 1.0*

*This scoring process is repeated for each domain resulting in a total possible score of between 6.0 - 90.0 points. A principal's total score out of ninety possible points is divided by 60 and multiplied by 100 to generate a percent ranging from 10% to 150% (See uploaded chart). Using the conversion chart, a principal's percentage is then converted to a HEDI performance score ranging from 0 to 60.*

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

*assets/survey-uploads/5143/175739-pMADJ4gk6R/Mamaroneck UFSD HEDI CONVERSION SCALE Final - 12-21-12\_1.xls*

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.	A converted score between 58.5 - 60.4
Effective: Overall performance and results meet standards.	A converted score between 56.5 - 58.4
Developing: Overall performance and results need improvement in order to meet standards.	A converted score between 50.0 - 56.4
Ineffective: Overall performance and results do not meet standards.	A converted score between 0 .0 - 48.75

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	56-60
Effective	45-55
Developing	20-44
Ineffective	0-19

## 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	10
By trained administrator	10
By trained independent evaluator	0
Enter Total	20

### **Tenured Principals**

By supervisor	10
By trained administrator	10
By trained independent evaluator	0
Enter Total	20

# 10. Composite Scoring (Principals)

Created Friday, October 12, 2012  
Updated Friday, December 07, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	56-60
Effective	45-55
Developing	20-44
Ineffective	0-19

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Friday, October 12, 2012  
Updated Friday, December 21, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/194760-Df0w3Xx5v6/Mamaroneck UFSD - Principal Improvement Plan Form\\_1.doc](#)

### 11.3) Appeals Process

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

- (1) the substance of the annual professional performance review
  
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
  
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

*A. Who Can File an Appeal*

*All tenured principals receiving a rating of “ineffective” (or its substantive equivalent, should that term not be employed) shall have the right to appeal their APPR or improvement plan as described below.*

*Probationers, principals with ratings other than “ineffective,” and unit members not defined as “building principals” within the*

meaning of the APPR regulations shall have no right to appeal an APPR rating or improvement plan.

During the 2012-2013 school year, the District and MASA will negotiate over whether to permit principals to appeal “developing” ratings given in 2013-14. In the event that the parties cannot agree, then in 2013-14 only, the second consecutive 100-point rating of “developing” given in that year or a 100-point rating of “developing” given that year that directly follows a 100-point rating of “ineffective,” will be appealable. In the meantime, Taylor Law dispute resolution procedures (mediation; factfinding; superconciliation) will be used to achieve agreement.

#### *B. When an Appeal Can Be Filed*

All appeals must be submitted in writing no later than 15 calendar days from the date when the principal received his/her “ineffective” 100-point rating or PIP. Failure to file an appeal within this time frame shall be deemed a waiver of the right to appeal. This period shall be tolled for any days during said 15-day period that the principal is on vacation or out sick. The challenge should be submitted to the evaluator, with a simultaneous copy to the District Clerk. For the purposes of this Procedure, the date of submission will be considered to be the date of receipt. In no event will the period not be timely and expeditious.

Before filing a written appeal, a principal may first request an informal meeting with the evaluator to discuss the matters of concern, but this does not extend the 15-day time limit.

#### *C. What an Appeal Should Contain*

The notice of appeal must include a detailed written description of the specific area(s) of disagreement and the reason(s) why the rating or PIP is thought to be erroneous or unfair. The performance review, rating, or improvement plan being challenged must be submitted with the notice of appeal. Any information not submitted at the time the notice of appeal is filed need not be considered.

A principal may not file more than one appeal regarding the same rating or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the first stage in the appeal process shall be deemed waived.

#### *D. What May Be Appealed*

- District adherence to agreed-upon standards and methodologies for reviews, evaluations, and ratings
- District adherence to the Commissioner’s regulations, as applicable to such reviews, evaluations and ratings
- Lack of compliance with, or arbitrary, capricious or disparate application of locally-negotiated procedures related to APPR or PIP’s

#### *E. Appeal Process*

**JOINT REVIEW BOARD STEP:** Appeals will be heard by a Joint Review Board consisting of two representatives appointed by MASA and one representative appointed by the Superintendent. The Joint Review Board shall have 30 calendar days from the date of the hearing to issue a written decision. The Joint Review Board shall have the power to discuss an appeal with the evaluator, the appealing principal, or with both at the same time, if it believes such a discussion will be helpful.

The Joint Review Board cannot act except when all of its members are present. The Joint Review Board’s decisions will be explained in a writing that sets forth the reasoning of each panel member. If the Joint Review Board’s decision is 3-0 in favor of the unit member, then the decision will be final, binding, and unreviewable. If the decision is 3-0 or 2-1 against the unit member, then the unit member may appeal the decision to the Superintendent. If the decision is 2-1 in favor of the unit member, and there is substantial evidence to support the minority vote, then the Superintendent may choose to review it within 7 school days (or, in the summer, 14 calendar days) of his/her receipt of the decision; if the Superintendent does not so choose, then the decision of the Joint Review Board will be final, binding, and unreviewable.

**SUPERINTENDENT STEP:** Within 7 calendar days of receipt of an appealable decision of the Joint Review Board (or, if earlier, the date 37 days after the appeal was submitted to the Joint Review Board), the unit member may submit a written appeal to the Superintendent, specifically stating the points of disagreement and all the reasons for the unit member’s position. All documentation from the prior step will be included. The Superintendent shall issue a written decision that is timely and expeditious within 21 calendar days after receiving such written appeal. This period shall be tolled for any days during said 21 day period that the superintendent is on vacation. The Superintendent’s decision shall be final, binding, and unreviewable. If the Superintendent misses the 21-day deadline,

*the appeal shall be deemed granted. All steps and the resolution of the appeal will occur in a timely and expeditious manner in compliance with educational law 3012.c.*

*Principals shall be entitled to union representation at each stage of the appeal process.*

#### *F. Exclusivity of Procedure*

*This appeal procedure shall be the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a principal's performance review, improvement plan, evaluation, or rating. No contractual grievance procedure or administrative or judicial process may be used for this purpose. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.*

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

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

*The Superintendent of Schools is the lead evaluator for all district principals, with input from central office administrators. The district will certify the lead evaluator upon successful completion of required training that encompasses the nine elements specified: NY teaching standards, evidence-based observation, application and use of growth percentile and value-added models, application of the approved Marshall Principal Rubric, local assessment measures, use of SIRS, data reporting procedures., the scoring methodology and rating system, and specific considerations for special populations of students.*

*Ongoing training will be provided through several means and resources, including third party providers of approved assessments (Kim Marshall) and representatives of RBT (Research for Better Teaching). The Bulk of the training will be provided by Kim Marshall the designer of rubric used to evaluate teachers and principals. Thus far, evaluators have participated in 20 hours of training. The lead evaluator participated in a full-day training session conducted by The Leadership for Educational Achievement Foundation and the New York State Council of School Superintendents in addition to participating in 20 hours of training with Kim Marshall during the 2011-2012 school year.*

*Lead evaluators will be recertified periodically in order to ensure inter-rater reliability and up-to-date knowledge of criteria and procedures. Assistant Superintendents, Principals, Directors, and Assistant Principals previously participated in two full-day training sessions during the 2011-2012 school year and are scheduled to continue training through three full-day sessions to gain familiarity with the rubric, goal setting, classroom observation, providing feedback, and summarizing performance.*

### 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

Subpart

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Thursday, October 11, 2012

Updated Friday, December 21, 2012

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### Page 1

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

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

*assets/survey-uploads/5581/193509-3Uqgn5g9Iu/Mamaroneck UFSD Joint Certification Page - 12-20-12\_1.pdf*

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

## Mamaroneck USFD SLO, Composite Score, and Local HEDI Correlations

### SLO HEDI Criteria

#### A. HEDI SCORING BANDS

The point values for the HEDI bands are different for teachers in grades or subjects with a *value-added measure* and for those using *comparable growth measures* with Student Learning Objectives. When a value-added growth measure applies, the local assessment component is reduced to 15 points. The chart below shows the point values for the effectiveness ratings for the Comparable Growth Measure (20%) and for the Value-Added Measure (25%).

2012-2013 Growth Subcomponent Scoring Bands	Comparable Growth Measure (SLOs) <b>20%</b>	Value-Added Measure <b>25%</b>
<b>Highly Effective</b>	18 - 20	22 - 25
<b>Effective</b>	9 - 17	10 - 21
<b>Developing</b>	3 - 8	3 - 9
<b>Ineffective</b>	0 - 2	0 - 2

#### B. HEDI CRITERIA

The District criteria for assigning points to Student Learning Objectives are as follows:

Highly Effective 18 – 20 points	Effective 9 – 17 points	Developing 3 – 8 points	Ineffective 0 – 2 points
90% of the students achieve or exceed the target determined in the Student Learning Objective.	75% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.	65% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.	Below 65% of the students achieve or exceed the target determined in the Student Learning Objective.
<i>The points within each category are distributed as follows:</i>			
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	9 points: 75-76% 10 points: 77-78% 11 points: 79-80% 12 points: 81% 13 points: 82%	14 points: 83% 15 points: 84-85% 16 points: 86-87% 17 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% 6 points: 70% 7 points: 71-72% 8 points: 73-74%

#### C. 25 to 20 Point Conversion for Teachers Using a School-Wide Goal

For many groups of teachers, we have opted to use a composite score based on the State ELA and Math Assessments and Regents Exams given in the grade levels that exist in that school (i.e., grades 4-5 in our four elementary schools, grades 6-8 in our middle school, and 9-12 in our high school). Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 20 point scale.

Highly Effective 18 – 20 points	Effective 9 – 17 points	Developing 3 – 8 points	Ineffective 0 – 2 points
<i>The conversion and distribution of points from the value-added bands (25 points) to the comparable growth measures bands are presented below. VA = value added score</i>			
VA 22 or 23 = 18 VA 24 = 19 VA 25 = 20	VA 10 or 11 = 9 VA 12 or 13 = 10 VA 14 = 11 VA 15 = 12 VA 16 = 13	VA 18 or 17 = 14 VA 19 = 15 VA 20 = 16 VA 21 = 17	VA 3 or 4 = 3 VA 5 = 4 VA 6 = 5 VA 7 = 6 VA 8 = 7 VA 9 = 8

MAMK

Rubric Score	Conversion	HEDI
10-49.	0-49	I
50-84	50-56	D
85-114	57-58	E
115-150	59-60	H

Rubric Score	Conversion
10	0
11	1.25
12	2.5
13	3.75
14	5
15	6.25
16	7.5
17	8.75
18	10
19	11.25
20	12.5
21	13.75
22	15
23	16.25
24	17.5
25	18.75
26	20
27	21.25
28	22.5
29	23.75
30	25
31	26.25
32	27.5
33	28.75
34	30
35	31.25
36	32.5
37	33.75
38	35
39	36.25
40	37.5
41	38.75
42	40
43	41.25
44	42.5
45	43.75
46	45
47	46.25
48	47.5
49	48.75
50	50

Rounding rules will apply.  
Scores greater than 60.4 will be rounded down

51	51.25
52	52.5
53	53.75
54	54.4
55	54.5
56	54.6
57	54.6
58	54.7
59	54.8
60	54.8
61	54.9
62	55.0
63	55.0
64	55.1
65	55.2
66	55.2
67	55.3
68	55.4
69	55.4
70	55.5
71	55.6
72	55.6
73	55.7
74	55.8
75	55.8
76	55.9
77	56.0
78	56.0
79	56.1
80	56.2
81	56.2
82	56.3
83	56.4
84	56.4
85	56.5
86	56.6
87	56.6
88	56.7
89	56.8
90	56.8
91	56.9
92	57.0
93	57.0
94	57.1
95	57.2
96	57.2
97	57.3
98	57.4
99	57.4
100	57.5
101	57.6
102	57.6

103	57.7
104	57.8
105	57.8
106	57.9
107	58.0
108	58.0
109	58.1
110	58.2
111	58.2
112	58.3
113	58.4
114	58.4
115	58.5
116	58.6
117	58.6
118	58.7
119	58.8
120	58.8
121	58.9
122	59.0
123	59.0
124	59.1
125	59.2
126	59.2
127	59.3
128	59.4
129	59.4
130	59.5
131	59.6
132	59.6
133	59.7
134	59.8
135	59.8
136	59.9
137	60.0
138	60.0
139	60.1
140	60.2
141	60.2
142	60.3
143	60.4
144	60.4
145	60.4
146	60.4
147	60.4
148	60.4
149	60.4
150	60.4

$n$  to 60.0

MAMK

Rubric Score	Conversion	HEDI
10-49.	0-49	I
50-84	50-56	D
85-114	57-58	E
115-150	59-60	H

Rubric Score	Conversion
10	0
11	1.25
12	2.5
13	3.75
14	5
15	6.25
16	7.5
17	8.75
18	10
19	11.25
20	12.5
21	13.75
22	15
23	16.25
24	17.5
25	18.75
26	20
27	21.25
28	22.5
29	23.75
30	25
31	26.25
32	27.5
33	28.75
34	30
35	31.25
36	32.5
37	33.75
38	35
39	36.25
40	37.5
41	38.75
42	40
43	41.25
44	42.5
45	43.75
46	45
47	46.25
48	47.5
49	48.75
50	50

Rounding rules will apply.  
Scores greater than 60.4 will be rounded down

51	51.25
52	52.5
53	53.75
54	54.4
55	54.5
56	54.6
57	54.6
58	54.7
59	54.8
60	54.8
61	54.9
62	55.0
63	55.0
64	55.1
65	55.2
66	55.2
67	55.3
68	55.4
69	55.4
70	55.5
71	55.6
72	55.6
73	55.7
74	55.8
75	55.8
76	55.9
77	56.0
78	56.0
79	56.1
80	56.2
81	56.2
82	56.3
83	56.4
84	56.4
85	56.5
86	56.6
87	56.6
88	56.7
89	56.8
90	56.8
91	56.9
92	57.0
93	57.0
94	57.1
95	57.2
96	57.2
97	57.3
98	57.4
99	57.4
100	57.5
101	57.6
102	57.6

103	57.7
104	57.8
105	57.8
106	57.9
107	58.0
108	58.0
109	58.1
110	58.2
111	58.2
112	58.3
113	58.4
114	58.4
115	58.5
116	58.6
117	58.6
118	58.7
119	58.8
120	58.8
121	58.9
122	59.0
123	59.0
124	59.1
125	59.2
126	59.2
127	59.3
128	59.4
129	59.4
130	59.5
131	59.6
132	59.6
133	59.7
134	59.8
135	59.8
136	59.9
137	60.0
138	60.0
139	60.1
140	60.2
141	60.2
142	60.3
143	60.4
144	60.4
145	60.4
146	60.4
147	60.4
148	60.4
149	60.4
150	60.4

$n$  to 60.0

## Mamaroneck UFSD Local Assessment Planning

### Local Assessment HEDI Criteria

#### A. HEDI SCORING BANDS

The point values for the HEDI bands are different for teachers in grades or subjects with a *value-added measure* and for those using *comparable growth measures* with Student Learning Objectives. When a value-added growth measure applies, the local assessment component is reduced to 15 points. The chart below shows the point values for the effectiveness ratings for the local assessment measures when the value-added measure does, or does not, apply.

2012-2013 Growth Subcomponent Scoring Bands	Local Assessment Measures- <b>20%</b>	Local Assessment where Value-Added Measures Exist- <b>15%</b>
<b>Highly Effective</b>	18 - 20	14 - 15
<b>Effective</b>	9 - 17	8 - 13
<b>Developing</b>	3 - 8	3 - 7
<b>Ineffective</b>	0 - 2	0 - 2

#### B. HEDI CRITERIA

The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES NOT apply are as follows:

Highly Effective 18 – 20 points	Effective 9 – 17 points	Developing 3 – 8 points	Ineffective 0 – 2 points
90% of the students meet or exceed the target determined in the local assessment.	75% - 89% of the students meet or exceed the target determined in the local assessment.	65% - 74% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
<b>The points within each category are distributed as follows:</b>			
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	9 points: 75-76% 10 points: 77-78% 11 points: 79-80% 12 points: 81% 13 points: 82%	14 points: 83% 15 points: 84-85% 16 points: 86-87% 17 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% 6 points: 70% 7 points: 71-72% 8 points: 73-74%

The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES apply are as follows:

Highly Effective 14 – 15 points	Effective 8 – 13 points	Developing 3 – 7 points	Ineffective 0 – 2 points
90% of the students meet or exceed the target determined in the local assessment.	75% - 89% of the students meet or exceed the target determined in the local assessment.	65% - 74% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
<b>The points within each category are distributed as follows:</b>			
14 points: 90% - 94% 15 points: 95% - 100%	8 points: 75-76% 9 points: 77-78% 10 points: 79-81% 11 points: 82-84% 12 points: 85-86% 13 points: 87-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 70% 6 points: 71% - 72% 7 points: 73% - 74%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

**C. 25 to 20 Point Conversion for Teachers Using a School-Wide Goal**

For many groups of teachers, we have opted to use a composite score based on the State ELA and Math Assessments and Regents Exams given in the grade levels that exist in that school (i.e., grades 4-5 in our four elementary schools, grades 6-8 in our middle school, and 9-12 in our high school.). Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 20 point scale for those individuals with the school-wide goal based on State ELA Assessments applied as their local assessment measure.

<b>Highly Effective</b> <i>18 – 20 points</i>	<b>Effective</b> <i>9 – 17 points</i>		<b>Developing</b> <i>3 – 8 points</i>		<b>Ineffective</b> <i>0 – 2 points</i>
<i>The conversion and distribution of points from the value-added bands (25 points) to the comparable growth measures bands are presented below. VA = value added score</i>					
VA 22 or 23 = 18 VA 24 = 19 VA 25 = 20	VA 10 or 11 = 9 VA 12 or 13 = 10 VA 14 = 11 VA 15 = 12 VA 16 = 13	VA 18 or 17 = 14 VA 19 = 15 VA 20 = 16 VA 21 = 17	VA 3 or 4 = 3 VA 5 = 4 VA 6 = 5	VA 7 = 6 VA 8 = 7 VA 9 = 8	VA 0 = 0 VA 1 = 1 VA 2 = 2

## Mamaroneck UFSD Local Assessment Planning

### Local Assessment HEDI Criteria

#### A. HEDI SCORING BANDS

The point values for the HEDI bands are different for teachers in grades or subjects with a *value-added measure* and for those using *comparable growth measures* with Student Learning Objectives. When a value-added growth measure applies, the local assessment component is reduced to 15 points. The chart below shows the point values for the effectiveness ratings for the local assessment measures when the value-added measure does, or does not, apply.

2012-2013 Growth Subcomponent Scoring Bands	Local Assessment Measures- <b>20%</b>	Local Assessment where Value-Added Measures Exist- <b>15%</b>
<b>Highly Effective</b>	18 - 20	14 - 15
<b>Effective</b>	9 - 17	8 - 13
<b>Developing</b>	3 - 8	3 - 7
<b>Ineffective</b>	0 - 2	0 - 2

#### B. HEDI CRITERIA

The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES NOT apply are as follows:

Highly Effective 18 – 20 points	Effective 9 – 17 points	Developing 3 – 8 points	Ineffective 0 – 2 points
90% of the students meet or exceed the target determined in the local assessment.	75% - 89% of the students meet or exceed the target determined in the local assessment.	65% - 74% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
<b>The points within each category are distributed as follows:</b>			
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	9 points: 75-76% 10 points: 77-78% 11 points: 79-80% 12 points: 81% 13 points: 82%	14 points: 83% 15 points: 84-85% 16 points: 86-87% 17 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% 6 points: 70% 7 points: 71-72% 8 points: 73-74%

The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES apply are as follows:

Highly Effective 14 – 15 points	Effective 8 – 13 points	Developing 3 – 7 points	Ineffective 0 – 2 points
90% of the students meet or exceed the target determined in the local assessment.	75% - 89% of the students meet or exceed the target determined in the local assessment.	65% - 74% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
<b>The points within each category are distributed as follows:</b>			
14 points: 90% - 94% 15 points: 95% - 100%	8 points: 75-76% 9 points: 77-78% 10 points: 79-81% 11 points: 82-84% 12 points: 85-86% 13 points: 87-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% - 70% 6 points: 71% - 72% 7 points: 73% - 74%	0 points: 0% - 49% 1 point: 50% - 57% 2 points: 58% - 64%

**C. 25 to 20 Point Conversion for Teachers Using a School-Wide Goal**

For many groups of teachers, we have opted to use a composite score based on the State ELA and Math Assessments and Regents Exams given in the grade levels that exist in that school (i.e., grades 4-5 in our four elementary schools, grades 6-8 in our middle school, and 9-12 in our high school.). Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 20 point scale for those individuals with the school-wide goal based on State ELA Assessments applied as their local assessment measure.

<b>Highly Effective</b> <i>18 – 20 points</i>	<b>Effective</b> <i>9 – 17 points</i>		<b>Developing</b> <i>3 – 8 points</i>		<b>Ineffective</b> <i>0 – 2 points</i>
<i>The conversion and distribution of points from the value-added bands (25 points) to the comparable growth measures bands are presented below. VA = value added score</i>					
VA 22 or 23 = 18 VA 24 = 19 VA 25 = 20	VA 10 or 11 = 9 VA 12 or 13 = 10 VA 14 = 11 VA 15 = 12 VA 16 = 13	VA 18 or 17 = 14 VA 19 = 15 VA 20 = 16 VA 21 = 17	VA 3 or 4 = 3 VA 5 = 4 VA 6 = 5	VA 7 = 6 VA 8 = 7 VA 9 = 8	VA 0 = 0 VA 1 = 1 VA 2 = 2

**MAMARONECK UNION FREE SCHOOL DISTRICT  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW  
TEACHER IMPROVEMENT PLAN**

<b>School Year:</b> _____	<b>Administrator:</b> _____	<b>School</b> _____
<b>Teacher:</b> _____	<b>Position:</b> _____	<input type="checkbox"/> Tenured <input type="checkbox"/> Probationary
<b>Absences (as of date of evaluation)</b> _____	<b>Sick</b> _____	<b>Personal</b> _____

AREAS IN NEED OF IMPROVEMENT	STRATEGIES	TIMELINE	EVIDENCE
1. <b><u>Content Knowledge:</u></b> The teacher shall demonstrate a thorough knowledge of the subject matter area curriculum.			
2. <b><u>Preparation and Planning:</u></b> The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.			
3. <b><u>Instructional Delivery:</u></b> The teacher shall demonstrate that the delivery of instruction results in active student involvement, appropriate teacher/student interaction and meaningful lesson plans resulting in student learning.			
4. <b><u>Classroom Management:</u></b> The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.			
5. <b><u>Student Development:</u></b> The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all.			

AREAS IN NEED OF IMPROVEMENT	STRATEGIES	TIMELINE	EVIDENCE
6. <b><u>Student Assessment:</u></b> The teacher shall demonstrate that he or she implements learning standards designed to measure students' progress in learning.			
7. <b><u>Collaboration:</u></b> The teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.			
8. <b><u>Reflective and Responsive Practice:</u></b> The teacher shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.			
9. <b><u>Professionalism:</u></b> The teacher holds him or herself to a high standard of professional behavior related to the demands of the school institution and the requirements of the employment contract.			
<b>Staff Member's Comments:</b>			

**Administrator's Comments:**

**Administrator's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**I have received and read this report. Also, I understand that a copy will be appended to my 2011-2012 Summary Evaluation and placed in my Personnel File.**

**Staff Member's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Mamaroneck UFSD Local Assessment Planning

### Local Assessment HEDI Criteria

#### A. HEDI SCORING BANDS

The point values for the HEDI bands are different for teachers in grades or subjects with a *value-added measure* and for those using *comparable growth measures* with Student Learning Objectives. When a value-added growth measure applies, the local assessment component is reduced to 15 points. The chart below shows the point values for the effectiveness ratings for the local assessment measures when the value-added measure does, or does not, apply.

2012-2013 Growth Subcomponent Scoring Bands	Local Assessment Measures- <b>20%</b>	Local Assessment where Value-Added Measures Exist- <b>15%</b>
<b>Highly Effective</b>	18 - 20	14 - 15
<b>Effective</b>	9 - 17	8 - 13
<b>Developing</b>	3 - 8	3 - 7
<b>Ineffective</b>	0 - 2	0 - 2

#### B. HEDI CRITERIA

The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES NOT apply are as follows:

Highly Effective 18 – 20 points	Effective 9 – 17 points	Developing 3 – 8 points	Ineffective 0 – 2 points
90% of the students meet or exceed the target determined in the local assessment.	75% - 89% of the students meet or exceed the target determined in the local assessment.	65% - 74% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
<b>The points within each category are distributed as follows:</b>			
18 points: 90% - 92% 19 points: 93% - 96% 20 points: 97% - 100%	9 points: 75-76% 10 points: 77-78% 11 points: 79-80% 12 points: 81% 13 points: 82%	14 points: 83% 15 points: 84-85% 16 points: 86-87% 17 points: 88-89%	3 points: 65% - 66% 4 points: 67% - 68% 5 points: 69% 6 points: 70% 7 points: 71-72% 8 points: 73-74%

The District criteria for assigning points to local assessments (growth OR achievement) in instances where the value-added growth measure DOES apply are as follows:

Highly Effective 14 – 15 points	Effective 8 – 13 points	Developing 3 – 7 points	Ineffective 0 – 2 points
90% of the students meet or exceed the target determined in the local assessment.	75% - 89% of the students meet or exceed the target determined in the local assessment.	65% - 74% of the students meet or exceed the target determined in the local assessment.	Below 65% of the students meet or exceed the target determined in the local assessment.
<b>The points within each category are distributed as follows:</b>			
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**C. 25 to 20 Point Conversion for Teachers Using a School-Wide Goal**

For many groups of teachers, we have opted to use a composite score based on the State ELA and Math Assessments and Regents Exams given in the grade levels that exist in that school (i.e., grades 4-5 in our four elementary schools, grades 6-8 in our middle school, and 9-12 in our high school.). Since these scores will be based upon the composite value added measures awarded to the school and its teachers, the chart below demonstrates how the points will be converted to a 20 point scale for those individuals with the school-wide goal based on State ELA Assessments applied as their local assessment measure.

<b>Highly Effective</b> <i>18 – 20 points</i>	<b>Effective</b> <i>9 – 17 points</i>		<b>Developing</b> <i>3 – 8 points</i>		<b>Ineffective</b> <i>0 – 2 points</i>
<i>The conversion and distribution of points from the value-added bands (25 points) to the comparable growth measures bands are presented below. VA = value added score</i>					
VA 22 or 23 = 18 VA 24 = 19 VA 25 = 20	VA 10 or 11 = 9 VA 12 or 13 = 10 VA 14 = 11 VA 15 = 12 VA 16 = 13	VA 18 or 17 = 14 VA 19 = 15 VA 20 = 16 VA 21 = 17	VA 3 or 4 = 3 VA 5 = 4 VA 6 = 5	VA 7 = 6 VA 8 = 7 VA 9 = 8	VA 0 = 0 VA 1 = 1 VA 2 = 2

**MAMARONECK UNION FREE SCHOOL DISTRICT  
ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

**SUPERVISOR/ADMINISTRATOR IMPROVEMENT PLAN**

School Year: \_\_\_\_\_ Evaluator: \_\_\_\_\_ School \_\_\_\_\_

Supervisor/Administrator: \_\_\_\_\_ Position: \_\_\_\_\_  Tenured  
 Probationer

Absences (as of date of evaluation) Sick \_\_\_\_\_ Personal \_\_\_\_\_

AREAS IN NEED OF IMPROVEMENT	STRATEGIES	TIMELINE	EVIDENCE
1. <u>Diagnosis and Planning</u>			
2. <u>Priority Management and Communication</u>			
3. <u>Curriculum and Data</u>			
4. <u>Supervision, Evaluation and Professional Development</u>			
5. <u>Discipline and Parent Involvement</u>			
6. <u>Management and External Relations</u>			

**Supervisor/Administrator's Comments:**

**Evaluator's Comments:**

**Evaluator's Signature:** \_\_\_\_\_

**Evaluator's Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**I have received and read this report. Also, I understand that a copy will be appended to my Summary Evaluation and placed in my Personnel File.**

**Supervisor/Administrator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:      Date:

*Mr. J. Skay*      12/20/12

Teachers Union President Signature:      Date:

12/20/12

*A. B...*

Administrative Union President Signature:      Date:

12/20/12

*[Signature]*

Board of Education President Signature:      Date:

12/20/12

*Nancy B. Pison*