



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 24, 2012

Charles S. Cardillo, Superintendent
Manhasset Union Free School District
200 Memorial Place
Manhasset, NY 11030

Dear Superintendent Cardillo:

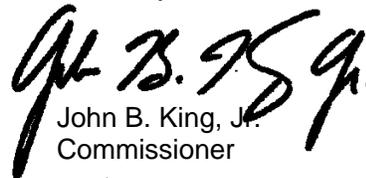
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Thomas Rogers

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Thursday, August 23, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 280406030000

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

280406030000

1.2) School District Name: MANHASSET UFSD

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

MANHASSET 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 Monday, May 07, 2012

Updated Monday, August 20, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects 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	2013 ELA State Assessments from grades 4,5, and 6
1	School-or BOCES-wide, group or team results based on State assessments	2013 ELA State Assessments from grades 4,5, and 6
2	School-or BOCES-wide, group or team results based on State assessments	2013 ELA State Assessments from grades 4,5, and 6

	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.	*We are using 2011 ELA data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to K -3 teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	*We are using 2011 ELA data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to K -3 teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	*We are using 2011 ELA data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to K -3 teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	*We are using 2011 ELA data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to K -3 teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	*We are using 2011 ELA data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to K -3 teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

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	2013 Math State Assessments from grades 4,5, and 6
1	School-or BOCES-wide, group or team results based on State assessments	2013 Math State Assessments from grades 4,5, and 6
2	School-or BOCES-wide, group or team results based on State assessments	2013 Math State Assessments from grades 4,5, and 6
	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.	*We are using 2011 Math data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to K -3 teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
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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).	*We are using 2011 Math data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to K -3 teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	*We are using 2011 Math data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to K -3 teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	*We are using 2011 Math data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to K -3 teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	*We are using 2011 Math data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to K -3 teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

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	6th Grade District Designed Science Assessment
7	District, regional or BOCES-developed assessment	7th Grade District Designed 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.	*We are using 2011 Science data from grade 8 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to grades 7 -8 science teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	*We are using 2011 Science data from grade 8 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to grades 7 -8 science teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	*We are using 2011 Science data from grade 8 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to grades 7 -8 science teachers. (See tables contained in section 2.11 for specific district-adopted

percentages/expectations aligned to HEDI bands.)

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

*We are using 2011 Science data from grade 8 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to grades 7 -8 science teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

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

*We are using 2011 Science data from grade 8 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to grades 7 -8 science teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

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	Grade 6 District-Designed Social Studies Assessment
7	District, regional or BOCES-developed assessment	Grade 7 District-Designed Social Studies Assessment
8	District, regional or BOCES-developed assessment	Grade 8 District-Designed 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.

The SLO target of 80% proficiency, aligned to the mid-range effective HEDI score of 13, will be assigned to the teacher. Specific HEDI categories are described below.

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

94% to 100% proficiency is the range for Highly Effective.

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

69% to 93.99% proficiency is the range for Effective.

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

23% to 68.99% is the range for Developing.

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

0% to 22.99% proficiency is the range for Ineffective.

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	Regents Assessment
	Regents Assessment tied to Global 2

	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.	*We are using historical data from 2009, 2010, and 2011 Global History and Geography data from grade 10 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to grades 9 -10 social studies teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.) In addition, we are doing the same with school wide growth with the US History Regents and assigning HEDI points to the US History teachers in grade 11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	*We are using historical data from 2009, 2010, and 2011 Global History and Geography data from grade 10 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to grades 9 -10 social studies teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.) In addition, we are doing the same with school wide growth with the US History Regents and assigning HEDI points to the US History teachers in grade 11.
Effective (9 - 17 points) Results meet District goals for similar students.	*We are using historical data from 2009, 2010, and 2011 Global History and Geography data from grade 10 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to grades 9 -10 social studies teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.) In addition, we are doing the same with school wide growth with the US History Regents and assigning HEDI points to the US History teachers in grade 11.
Developing (3 - 8 points) Results are below District goals for similar students.	*We are using historical data from 2009, 2010, and 2011 Global History and Geography data from grade 10 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to grades 9 -10 social studies teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.) In addition, we are doing the same with school wide growth with the US History Regents and assigning HEDI points to the US History teachers in grade 11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	*We are using historical data from 2009, 2010, and 2011 Global History and Geography data from grade 10 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to grades 9 -10 social studies teachers. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.) In addition, we are doing the same with school wide growth with the US History Regents and assigning HEDI points to the US History teachers in grade 11.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	*We are using discrete historical data from 2009, 2010, and 2011 Living Environment, Earth Science, Chemistry and Physics data in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to individual teachers of Living Environment, Earth Science, Chemistry and Physics. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	*We are using discrete historical data from 2009, 2010, and 2011 Living Environment, Earth Science, Chemistry and Physics data in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to individual teachers of Living Environment, Earth Science, Chemistry and Physics. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Effective (9 - 17 points) Results meet District goals for similar students.	*We are using discrete historical data from 2009, 2010, and 2011 Living Environment, Earth Science, Chemistry and Physics data in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to individual teachers of Living Environment, Earth Science, Chemistry and Physics. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Developing (3 - 8 points) Results are below District goals for similar students.	*We are using discrete historical data from 2009, 2010, and 2011 Living Environment, Earth Science, Chemistry and Physics data in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to individual teachers of Living Environment, Earth Science, Chemistry and Physics. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	*We are using discrete historical data from 2009, 2010, and 2011 Living Environment, Earth Science, Chemistry and Physics data in order to set school-wide growth to

passing/proficiency targets and assign HEDI categories to individual teachers of Living Environment, Earth Science, Chemistry and Physics. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

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.	*We are using discrete historical data from 2009, 2010, and 2011 Integrated Algebra and Geometry data as well as 2010 and 2011 Integrated Algebra 2/Trigonometry in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to individual teachers of Integrated Algebra, Geometry, and Algebra 2/Trigonometry. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	*We are using discrete historical data from 2009, 2010, and 2011 Integrated Algebra and Geometry data as well as 2010 and 2011 Integrated Algebra 2/Trigonometry in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to individual teachers of Integrated Algebra, Geometry, and Algebra 2/Trigonometry. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Effective (9 - 17 points) Results meet District goals for similar students.	*We are using discrete historical data from 2009, 2010, and 2011 Integrated Algebra and Geometry data as well as 2010 and 2011 Integrated Algebra 2/Trigonometry in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to individual teachers of Integrated Algebra, Geometry, and Algebra 2/Trigonometry. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)
Developing (3 - 8 points) Results are below District goals for similar students.	*We are using discrete historical data from 2009, 2010, and 2011 Integrated Algebra and Geometry data as well as 2010 and 2011 Integrated Algebra 2/Trigonometry in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to individual teachers of Integrated Algebra, Geometry, and Algebra 2/Trigonometry. (See tables contained

in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

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

*We are using discrete historical data from 2009, 2010, and 2011 Integrated Algebra and Geometry data as well as 2010 and 2011 Integrated Algebra 2/Trigonometry in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to individual teachers of Integrated Algebra, Geometry, and Algebra 2/Trigonometry. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

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	Regents assessment	The Comprehensive English Regents Exam
Grade 10 ELA	Regents assessment	The Comprehensive English Regents Exam
Grade 11 ELA	Regents assessment	The Comprehensive English Regents Exam

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.

*We are using historical data from 2009, 2010, and 2011 Comprehensive English data in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to teachers of Comprehensive English grades 9, 10 and 11. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

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

*We are using historical data from 2009, 2010, and 2011 Comprehensive English data in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to teachers of Comprehensive English grades 9, 10 and 11. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

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

*We are using historical data from 2009, 2010, and 2011 Comprehensive English data in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to teachers of Comprehensive English grades 9, 10 and 11. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

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

*We are using historical data from 2009, 2010, and 2011 Comprehensive English data in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to teachers of Comprehensive English grades 9, 10 and 11. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

percentages/expectations aligned to HEDI bands.)

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

*We are using historical data from 2009, 2010, and 2011 Comprehensive English data in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to teachers of Comprehensive English grades 9, 10 and 11. (See tables contained in section 2.11 for specific district-adopted percentages/expectations aligned to HEDI bands.)

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
Advanced English Studies	District, Regional or BOCES-developed	Grade 12 District-Designed ELA Assessment
AP Literature	District, Regional or BOCES-developed	Grade 12 District-Designed ELA Assessment
AP Physics B	District, Regional or BOCES-developed	Grade 11/12 District-Designed Physics Assessment
AP Environmental Science	District, Regional or BOCES-developed	Grade 11/12 District-Designed Environmental Science Assessment
Advanced Science Research	District, Regional or BOCES-developed	Grade 11/12 District-Designed Science Research Assessment
AP Economics	District, Regional or BOCES-developed	Grade 12 District-Designed Economics Assessment
AP US Government and Politics	District, Regional or BOCES-developed	Grade 12 District-Designed U.S. Gov't and Politics Assessment
Home and Careers grade 7	State Assessment	NYSED Grade 7 ELA Assessment
Participation in Government	District, Regional or BOCES-developed	Grade 12 District-Designed Participation in Government Assessment
Technology 7	State Assessment	NYSED Grade 7 ELA Assessment
Technology 8	State Assessment	NYSED Grade 8 ELA Assessment
Health 8	State Assessment	NYSED Grade 8 ELA Assessment
Health 10	State Assessment	Grade 11 NYS ELA Assessment
Spanish V, French V, Italian V	School/BOCES-wide/group/team results based on State	Grade 12 Regionally-Developed Level V Language Assessments
AP Spanish, AP French, AP Latin	School/BOCES-wide/group/team results based on State	Grade-Specific Regionally-Developed Language Assessment
Spanish 2, Spanish 2-1, Spanish 2-2, French 2, Italian 2, Latin 2, Spanish 3-1, Spanish 3, French 3, Italian 3 and Latin 3	School/BOCES-wide/group/team results based on State	Grade-Specific Language FLACS Checkpoint B Assessments
Spanish IV (Pre-V), Spanish IV (Pre-AP), French IV (Pre-AP), Italian 4 Honors	State Assessment	ELA 11 Assessment
ESL Grades K-3, 4 -6, 7 -8, 9 -11	State Assessment	Combined mean scores of grades 4 -6 ELA assessments (K -2, 4 -6), Combined mean score of ELA 7 & 8 Assessments (Grades 7

		-8), ELA 11 assessment for grades 9 - 11
Spanish 1-1, Spanish 1-2, Spanish 1B, French 1-1, French 1-2, Italian 1-1, Italian 1-2, Latin 1	District, Regional or BOCES-developed	Grade-Specific Language FLACS Checkpoint A Assessments
Grade 12 ESL	District, Regional or BOCES-developed	Grade 12 District-Designed ESL Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See table contained in section 2.11 for specific district-adopted percentages/ expectations aligned to HEDI bands.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/ expectations aligned to HEDI bands.
Effective (9 - 17 points) Results meet District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/ expectations aligned to HEDI bands.
Developing (3 - 8 points) Results are below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/ expectations aligned to HEDI bands.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See table contained in section 2.11 for specific district-adopted percentages/ expectations aligned to HEDI bands.

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)

[assets/survey-uploads/5364/125911-avH4IQNZMh/Additional Other Courses for SLO_1.docx](assets/survey-uploads/5364/125911-avH4IQNZMh/Additional%20Other%20Courses%20for%20SLO_1.docx)

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/5364/125911-TXEttx9bQW/Combined SLO calculator file for APPR_3.xlsx](assets/survey-uploads/5364/125911-TXEttx9bQW/Combined%20SLO%20calculator%20file%20for%20APPR_3.xlsx)

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.

We are using a school-wide growth to passing/proficiency target to set HEDI categories. Therefore, there will not be a need for adjustments, controls and other special considerations in setting targets.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

.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(i) School-wide measure based on State-provided measure	Combined mean scores of ELA 4, 5, and 6 assessments
5	6(i) School-wide measure based on State-provided measure	Combined mean scores of ELA 4, 5, and 6 assessments

6	6(i) School-wide measure based on State-provided measure	Combined mean scores of ELA 4, 5, and 6 assessments
7	6(i) School-wide measure based on State-provided measure	Combined Mean Scores of Grade 7 and 8 ELA Assessment
8	6(i) School-wide measure based on State-provided measure	Combined Mean Scores of Grade 7 and 8 ELA Assessment

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.	We are using 2011 ELA state assessment data from grades 4, 5 and 6 for grades 4 -6 as well as grades 7 and 8 for grades 7 - 8 teachers in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to grade 4-6 teachers and grades 7-8 teachers respectively. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 ELA state assessment data from grades 4, 5 and 6 for grades 4 -6 as well as grades 7 and 8 for grades 7 - 8 teachers in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to grade 4-6 teachers and grades 7-8 teachers respectively. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 ELA state assessment data from grades 4, 5 and 6 for grades 4 -6 as well as grades 7 and 8 for grades 7 - 8 teachers in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to grade 4-6 teachers and grades 7-8 teachers respectively. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 ELA state assessment data from grades 4, 5 and 6 for grades 4 -6 as well as grades 7 and 8 for grades 7 - 8 teachers in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to grade 4-6 teachers and grades 7-8 teachers respectively. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 ELA state assessment data from grades 4, 5 and 6 for grades 4 -6 as well as grades 7 and 8 for grades 7 - 8 teachers in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to grade 4-6 teachers and grades 7-8 teachers respectively. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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(i) School-wide measure based on State-provided measure	Combined mean scores of Math 4, 5, and 6 assessments
5	6(i) School-wide measure based on State-provided measure	Combined mean scores of Math 4, 5, and 6 assessments
6	6(i) School-wide measure based on State-provided measure	Combined mean scores of Math 4, 5, and 6 assessments
7	6(i) School-wide measure based on State-provided measure	Combined mean scores of Math 7 and 8 assessments
8	6(i) School-wide measure based on State-provided measure	Combined mean scores of Math 7 and 8 assessments

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.	We are using Math state assessment data from grades 4, 5, 6 for grades 4 -6 teachers,as well as grades 7 and 8 for grades 7 and 8 teachers in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to 4 - 6 teachers and grades 7 - 8 teachers respectively. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using Math state assessment data from grades 4, 5, 6 for grades 4 -6 teachers,as well as grades 7 and 8 for grades 7 and 8 teachers in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to 4 - 6 teachers and grades 7 - 8 teachers respectively. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using Math state assessment data from grades 4, 5, 6 for grades 4 -6 teachers,as well as grades 7 and 8 for grades 7 and 8 teachers in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to 4 - 6 teachers and grades 7 - 8 teachers respectively. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using Math state assessment data from grades 4, 5, 6 for grades 4 -6 teachers,as well as grades 7 and 8 for grades 7 and 8 teachers in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to 4 - 6 teachers and grades 7 - 8 teachers respectively. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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

We are using Math state assessment data from grades 4, 5, 6 for grades 4 -6 teachers, as well as grades 7 and 8 for grades 7 and 8 teachers in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to 4 - 6 teachers and grades 7 - 8 teachers respectively. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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/5139/125913-rhJdBgDruP/15% Local Assessment HEDI Chart.xlsx](#)

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(i) School-wide measure based on State-provided measure	Combined mean scores of grades 3, 4, 5 and 6 ELA assessments
1	6(i) School-wide measure based on State-provided measure	Combined mean scores of grades 3, 4, 5 and 6 ELA assessments
2	6(i) School-wide measure based on State-provided measure	Combined mean scores of grades 3, 4, 5 and 6 ELA assessments
3	6(i) School-wide measure based on State-provided measure	Combined mean scores of grades 3, 4, 5 and 6 ELA assessments

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.	We are using 2011 ELA state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to K - 3 teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 ELA state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to K - 3 teachers. (See HEDI tables contained in

section 3.13 for specific HEDI bands.)

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

We are using 2011 ELA state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to K - 3 teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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

We are using 2011 ELA state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to K - 3 teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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

We are using 2011 ELA state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to K - 3 teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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(i) School-wide measure based on State-provided measure	Combined mean scores of Math 3, 4, 5, and 6 assessments
1	6(i) School-wide measure based on State-provided measure	Combined mean scores of Math 3, 4, 5, and 6 assessments
2	6(i) School-wide measure based on State-provided measure	Combined mean scores of Math 3, 4, 5, and 6 assessments
3	6(i) School-wide measure based on State-provided measure	Combined mean scores of Math 3, 4, 5, and 6 assessments

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.

We are using 2011 Math state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to K - 3 teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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

We are using 2011 Math state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to K - 3 teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 Math state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to K - 3 teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 Math state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to K - 3 teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 Math state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to K - 3 teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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(i) School-wide measure based on State-provided measure	NYSED Science 8 Assessment
7	6(i) School-wide measure based on State-provided measure	NYSED Science 8 Assessment
8	6(i) School-wide measure based on State-provided measure	NYSED Science 8 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	We are using 2011 Science state assessment data from grade 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to grades 6-8 science teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 Science state assessment data from grade 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to grades 6-8 science teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 Science state assessment data from grade 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to grades 6-8 science teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 Science state assessment data from grade 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to grades 6-8 science teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	We are using 2011 Science state assessment data from grade 8 in order to target district-wide achievement levels compared to

grade/subject.

the state achievement average and assigning HEDI categories to grades 7 -8 science teachers. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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(i) School-wide measure based on State-provided measure	Combined mean score of grades 3, 4,5, and 6 ELA and Math Assessment
7	6(i) School-wide measure based on State-provided measure	Combined mean score of Grades 7 and 8 ELA and Math Assesment
8	6(i) School-wide measure based on State-provided measure	Combined mean score of Grades 7 and 8 Math and ELA Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	We are using 2011 ELA and Math state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to teachers of 6th grade social studies. (See HEDI tables contained in section 3.13 for specific HEDI bands.) For teachers of social studies in grades 7 and 8, we are using 2011 ELA and Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to teachers of 7th and 8th grade social studies. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 ELA and Math state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to teachers of 6th grade social studies. (See HEDI tables contained in section 3.13 for specific HEDI bands.) For teachers of social studies in grades 7 and 8, we are using 2011 ELA and Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to teachers of 7th and 8th grade social studies. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2011 ELA and Math state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to teachers of 6th grade social studies. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

For teachers of social studies in grades 7 and 8, we are using 2011 ELA and Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to teachers of 7th and 8th grade social studies. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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

We are using 2011 ELA and Math state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to teachers of 6th grade social studies. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
For teachers of social studies in grades 7 and 8, we are using 2011 ELA and Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to teachers of 7th and 8th grade social studies. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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

We are using 2011 ELA and Math state assessment data from grades 3, 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to teachers of 6th grade social studies. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
For teachers of social studies in grades 7 and 8, we are using 2011 ELA and Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to teachers of 7th and 8th grade social studies. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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(i) School-wide measure based on State-provided measure	NYSED Global History and Geography Regents
Global 2	6(i) School-wide measure based on State-provided measure	NYSED Global History and Geography Regents
American History	6(i) School-wide measure based on State-provided measure	NYSED US History and Government Regents

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.	We are using 2009, 2010 and 2011 Global History and Geography state assessment data as well as US History state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to social studies teachers of grades 9, 10 based on the Global History Regents and teachers of grade 11 based on the US History Regents. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2009, 2010 and 2011 Global History and Geography state assessment data as well as US History state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to social studies teachers of grades 9, 10 based on the Global History Regents and teachers of grade 11 based on the US History Regents. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2009, 2010 and 2011 Global History and Geography state assessment data as well as US History state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to social studies teachers of grades 9, 10 based on the Global History Regents and teachers of grade 11 based on the US History Regents. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2009, 2010 and 2011 Global History and Geography state assessment data as well as US History state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to social studies teachers of grades 9, 10 based on the Global History Regents and teachers of grade 11 based on the US History Regents. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2009, 2010 and 2011 Global History and Geography state assessment data as well as US History state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to social studies teachers of grades 9, 10 based on the Global History Regents and teachers of grade 11 based on the US History Regents. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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(i) School-wide measure based on State-provided measure	Living Environment Regents
Earth Science	6(i) School-wide measure based on State-provided measure	Earth Science Regents
Chemistry	6(i) School-wide measure based on State-provided measure	Chemistry Regents
Physics	6(i) School-wide measure based on State-provided measure	Physics Regents

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.	We are using discrete 2009, 2010 and 2011 Living Environment, Earth Science, Chemistry and Physics state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to individual science teachers in the respective subject areas listed above. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using discrete 2009, 2010 and 2011 Living Environment, Earth Science, Chemistry and Physics state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to individual science teachers in the respective subject areas listed above. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using discrete 2009, 2010 and 2011 Living Environment, Earth Science, Chemistry and Physics state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to individual science teachers in the respective subject areas listed above. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using discrete 2009, 2010 and 2011 Living Environment, Earth Science, Chemistry and Physics state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to individual science teachers in the respective subject areas listed above. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using discrete 2009, 2010 and 2011 Living Environment, Earth Science, Chemistry and Physics state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to individual science teachers in the respective subject areas listed above. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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(i) School-wide measure based on State-provided measure	NYSED Algebra 1 Regents

Geometry	6(i) School-wide measure based on State-provided measure	NYSED Geometry Regents
Algebra 2	6(i) School-wide measure based on State-provided measure	NYSED Algebra 2/Trigonometry Regents

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.	We are using 2009, 2010 and 2011 Integrated Algebra, Geometry state assessment data as well as 2010 and 2011 Algebra 2/Trigonometry state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to math teachers in the respective subject areas listed above. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2009, 2010 and 2011 Integrated Algebra, Geometry state assessment data as well as 2010 and 2011 Algebra 2/Trigonometry state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to math teachers in the respective subject areas listed above. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2009, 2010 and 2011 Integrated Algebra, Geometry state assessment data as well as 2010 and 2011 Algebra 2/Trigonometry state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to math teachers in the respective subject areas listed above. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2009, 2010 and 2011 Integrated Algebra, Geometry state assessment data as well as 2010 and 2011 Algebra 2/Trigonometry state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to math teachers in the respective subject areas listed above. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using 2009, 2010 and 2011 Integrated Algebra, Geometry state assessment data as well as 2010 and 2011 Algebra 2/Trigonometry state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to math teachers in the respective subject areas listed above. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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(i) School-wide measure based on State-provided measure	ELA 11 State Assessment
Grade 10 ELA	6(i) School-wide measure based on State-provided measure	ELA 11 State Assessment
Grade 11 ELA	6(i) School-wide measure based on State-provided measure	ELA 11 State Assessment

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.	We are using discrete 2009, 2010 and 2011 Comprehensive English state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to individual English teachers in grades 9, 10 and 11. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using discrete 2009, 2010 and 2011 Comprehensive English state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to individual English teachers in grades 9, 10 and 11. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using discrete 2009, 2010 and 2011 Comprehensive English state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to individual English teachers in grades 9, 10 and 11. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using discrete 2009, 2010 and 2011 Comprehensive English state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to individual English teachers in grades 9, 10 and 11. (See HEDI tables contained in section 3.13 for specific HEDI bands.)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We are using discrete 2009, 2010 and 2011 Comprehensive English state assessment data in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to individual English teachers in grades 9, 10 and 11. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

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
Advanced English Studies	5) District/regional/BOCE S-developed	Grade 12 District-Designed Advanced English Studies Assessment
AP English Literature	5) District/regional/BOCE S-developed	Grade 12 District-Designed English Literature Assessment
Spanish 1-1, French 1-1, Italian 1-1, Spanish 1-2, French 1-2, Italian 1-2, Spanish 1B, Latin 1,	5) District/regional/BOCE S-developed	Grade-Specific Long Island FLACS Language Checkpoint A Assessments
Spanish 2, French 2, Italian 2, Latin 2, Spanish 2-1, Spanish 2-2, Spanish 3-1, Spanish 3, French 3, Italian 3, Latin 3	5) District/regional/BOCE S-developed	Grade-Specific Long Island FLACS Language Checkpoint B Assessments
*Spanish IV (Pre-V), Spanish IV (Pre-AP), French IV (Pre-AP), Italian IV Honors	6(i) School-wide measure based on State-provided measure	NYSED ELA 11 Assessment
AP Spanish, AP French, AP Latin	7) Student Learning Objectives	Grade-Specific District-Designed Language Assessment
Italian V, Spanish V	7) Student Learning Objectives	District-Designed Level V Assessments
*ESL K-3, 4-6, 7-8, 9-11	6(i) School-wide measure based on State-provided measure	Use of grades 4 -6 ELA assessments, grades 7 -8 ELA assessments, and Comprehensive English 11 state assessment data in order to target district-wide achievement levels compared to the state achievement average
ESL 12	7) Student Learning Objectives	Grade 12 District-Designed ESL Assessment
*K-6 General Music, Instrumental Music Grades 4 -6, Art K -6	6(i) School-wide measure based on State-provided measure	Combined mean score of grades 4 -6 ELA state assessment
*Art 8, Middle School Concert Band, Middle School Concert Orchestra, Chorus 7 and Chorus 8, Theatre Grade 7	6(i) School-wide measure based on State-provided measure	Combined mean score of grades 7 -8 ELA assessments
*High School - Studio Art, AP Studio Art and Pre-AP, Architectural Drawing, Concert Band, Concert Orchestra, Concert Choir and Symphonic Choir	6(i) School-wide measure based on State-provided measure	NYSED ELA 11 Assessment
*Physical Education K -6	6(i) School-wide measure based on State-provided measure	Combined mean score of grades 4 -6 NYSED ELA assessments
*Physical Education 7 -8	6(i) School-wide measure based on State-provided measure	Combined mean score of grades 7 -8 NYSED ELA assessments
*Physical Education 9 -11	6(i) School-wide measure based on State-provided measure	NYSED ELA 11 Assessment

Physical Education 12	5) District/regional/BOCE S-developed	District-Designed Grade 12 PE Assessment
Home and Careers 7	6(i) School-wide measure based on State-provided measure	Combined mean score grades 7 & 8 NYSED ELA Assessment
AP Economics, AP US Government and Politics, & Participation in Government	5) District/regional/BOCE S-developed	Grade-Specific District-Designed Assessment in the respective courses listed.
Technology 7, Technology 8, Health 8, Health 10, Advanced Science Research, AP Biology, AP Environmental Science, AP Physics B	5) District/regional/BOCE S-developed	Grade-Specific District-Designed Local assessment in the respective courses listed
Introduction to Business, Business Law, Computer Multi-Media	5) District/regional/BOCE S-developed	Grade-Specific District-Designed Assessment in the respective courses listed

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the courses above identified with an asterisk (*), we are using state assessment data from ELA grades 4 -6, ELA 7 -8, or ELA 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the teachers in the various asterisked courses above. (See HEDI tables contained in section 3.13 for specific HEDI bands.) For the remaining courses, a local achievement calculator will be in place in order to determine teachers' HEDI scores.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	For the courses above identified with an asterisk (*), we are using state assessment data from ELA grades 4 -6, ELA 7 -8, or ELA 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the teachers in the various asterisked courses above. (See HEDI tables contained in section 3.13 for specific HEDI bands.) For the remaining courses, a local achievement calculator will be in place in order to determine teachers' HEDI scores.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For the courses above identified with an asterisk (*), we are using state assessment data from ELA grades 4 -6, ELA 7 -8, or ELA 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the teachers in the various asterisked courses above. (See HEDI tables contained in section 3.13 for specific HEDI bands.)

For the remaining courses, a local achievement calculator will be in place in order to determine teachers' HEDI scores.

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

For the courses above identified with an asterisk (*), we are using state assessment data from ELA grades 4 -6, ELA 7 -8, or ELA 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the teachers in the various asterisked courses above.

(See HEDI tables contained in section 3.13 for specific HEDI bands.)

For the remaining courses, a local achievement calculator will be in place in order to determine teachers' HEDI scores.

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

For the courses above identified with an asterisk (*), we are using state assessment data from ELA grades 4 -6, ELA 7 -8, or ELA 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the teachers in the various asterisked courses above.

(See HEDI tables contained in section 3.13 for specific HEDI bands.)

For the remaining courses, a local achievement calculator will be in place in order to determine teachers' HEDI scores.

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/5139/125913-y92vNseFa4/Resubmitted Local Excel Calculator.xlsx

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.

We are using a school-wide achievement to the state average target to set HEDI categories. Therefore, there will not be a need for adjustments, controls and other special considerations in setting targets other than that we did reference prior school-wide achievement results.

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.

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 Monday, May 07, 2012

Updated Friday, June 29, 2012

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

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (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]	35
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	25

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)

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

(No response)

(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.

Assigning Points and Determining Ratings for HEDI for Marshall Teacher Rubric

The Marshall Plan has 6 domains, and within each domain there are 10 cells. A teacher will be given a rating for each cell in each domain. This will range from 0 points for the cells where the teacher is deemed ineffective, 1 point for developing, 3 points for effective, and 4 points for highly effective. The highest total a teacher can receive in any given domain is 40 and the lowest is 0.

35 <x <40 Highly Effective (HE)
20 <x <35 Effective (E)
10 <x <20 Developing (D)
x <10 Ineffective (I)

Cell HE E D I

1. 4 3 1 0
2. 4 3 1 0
3. 4 3 1 0
4. 4 3 1 0
5. 4 3 1 0
6. 4 3 1 0
7. 4 3 1 0
8. 4 3 1 0
9. 4 3 1 0
10. 4 3 1 0

The ranges were determined by the following. If a teacher received 5 highly effective and 5 effective, that would be the minimum score for a highly effective teacher. If a teacher received 5 effective and 5 developing, that would be the minimum score for an effective teacher. The minimum score for a developing teacher will be 10.

$$5 HI + 5 E = 35 \quad 5 E + 5 D = 20 \quad 10D = 10 \quad 5 D + 5 I = 5$$

The 6 domains in the Marshall Plan will carry the following weights:

- 1) *Planning and Preparation for Learning 10*
- 2) *Classroom Management 15*
- 3) *Delivery of Instruction 20*
- 4) *Monitoring and Assessment 5*
- 5) *Family & Community Outreach 5*
- 6) *Professional Responsibilities 5*

After calculating a teacher's score from an individual domain, the score will be divided by a certain quantity to reflect the above weighting.

In this example, the 6 domains would be divided by the following:

- 1) *Planning and Preparation for Learning $\div 6$*
- 2) *Classroom Management $\div 4$*
- 3) *Delivery of Instruction $\div 3$*
- 4) *Monitoring and Assessment $\div 12$*
- 5) *Family & Community Outreach $\div 12$*
- 6) *Professional Responsibilities $\div 12$*

Here's an example of how the scoring would work. The teacher's score from each domain is highlighted in red.

- 1) $35 \div 6 = 5.833$
- 2) $30 \div 4 = 7.5$
- 3) $32 \div 3 = 10.667$
- 4) $33 \div 12 = 2.75$
- 5) $31 \div 12 = 2.583$
- 6) $29 \div 12 = 2.417$

Total: 31.75

To convert the 31.75 score to a number between 0 and 60, use the conversion scoring chart below where the teacher would be receiving a score of 52 points. (This conversion chart is also included immediately below as a separate attachment.)

39.17	<x <	40	60
38.33	<x <	39.17	59
37.50	<x <	38.33	58
36.67	<x <	37.50	57
35.83	<x <	36.67	56
35.00	<x <	35.83	55
33.5	<x <	35	54
32	<x <	33.5	53
30.5	<x <	32	52
29	<x <	30.5	51
27.5	<x <	29	50
26	<x <	27.5	49
24.5	<x <	26	48
23	<x <	24.5	47
21.5	<x <	23	46

20 <x < 21.5 45
18.33 <x < 20 44
16.67 <x < 18.33 43
15.00 <x < 16.67 42
13.33 <x < 15.00 41
11.67 <x < 13.33 40
10 <x < 11.67 39
9.74 <x < 10 38
9.49 <x < 9.74 37
9.23 <x < 9.49 36
8.97 <x < 9.23 35
8.72 <x < 8.97 34
8.46 <x < 8.72 33
8.21 <x < 8.46 32
7.95 <x < 8.21 31
7.69 <x < 7.95 30
7.44 <x < 7.69 29
7.18 <x < 7.44 28
6.92 <x < 7.18 27
6.67 <x < 6.92 26
6.41 <x < 6.67 25
6.15 <x < 6.41 24
5.90 <x < 6.15 23
5.64 <x < 5.90 22
5.38 <x < 5.64 21
5.13 <x < 5.38 20
4.87 <x < 5.13 19
4.62 <x < 4.87 18
4.36 <x < 4.62 17
4.10 <x < 4.36 16
3.85 <x < 4.10 15
3.59 <x < 3.85 14
3.33 <x < 3.59 13
3.08 <x < 3.33 12
2.82 <x < 3.08 11
2.56 <x < 2.82 10
2.31 <x < 2.56 9
2.05 <x < 2.31 8
1.79 <x < 2.05 7
1.54 <x < 1.79 6
1.28 <x < 1.54 5
1.03 <x < 1.28 4
0.77 <x < 1.03 3
0.51 <x < 0.77 2
0.26 <x < 0.51 1
0.00 <x < 0.26 0

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/5091/125915-eka9yMJ855/Marshall conversion scoring chart.xlsx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.
Please note: The required narrative descriptions (to the right) represent only some of the many elements within The Marshall Rubric; they are examples of the language and identifiers used to describe teachers' behaviors within each HEDI scoring band. They do not represent a comprehensive list of all the characteristics contained throughout The Marshall Rubric; they are merely representative descriptors of each level of performance.
Also please note that each exemplar is followed by a notation in parenthesis. Here, we have chosen to reference the corresponding New York State Teaching Standards (NYSTS) which correlates to each rubric descriptor. Thus assuring that all seven Standards are addressed within our "Other Measures of Effectiveness" category. Last, each rubric's domain (A, B, C, etc.), as well as each of the individual rubric's elements (a, b, c, etc.) are also identified. A.a. Is expert in the subject area and up to date on authoritative research on child development and how students learn. (NYSTS #2, 3, 4)

B.b. Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. (NYSTS #1,2,3,4,5)

C.e. Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. (NYSTS #1,2,3,4,5)

D.c. Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies. (NYSTS #4 & 5)

E.g. Deals immediately and successfully with parent concerns and makes parents feel welcome any time. (NYSTS #7)

F.c. Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. (NYSTS #6,7)

Effective: Overall performance and results meet NYS Teaching Standards.

Effective: Overall performance and results meet NYS Teaching Standards. A.a. Knows the subject matter well and has a good grasp of child development and how students learn. (NYSTS #2, 3, 4)

B.b. Clearly communicates and consistently enforces high standards for student behavior. (NYSTS #1,2,3,4,5)

C.e. Uses clear explanations, appropriate language, and examples to present material. (NYSTS #1,2,3,4,5)

D.c. Frequently checks for understanding and gives students helpful information if they seem confused. (NYSTS #4 & 5)

	<p>E.g. Responds promptly to parent concerns and makes parents feel welcome in the school. (NYSTS #7)</p> <p>F.c. Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. (NYSTS #6,7)</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. A.a. Is somewhat familiar with the subject and has a few ideas of ways students develop and learn. (NYSTS #2, 3, 4)</p> <p>B.b. Announces and posts classroom rules and punishments. (NYSTS #1,2,3,4,5)</p> <p>C.e. Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate. (NYSTS #1,2,3,4,5)</p> <p>D.c. Uses mediocre methods (e.g., thumbs up, thumbs down) to check for understanding during instruction. (NYSTS #4 & 5)</p> <p>E.g. Is slow to respond to some parent concerns and comes across as unwelcoming . (NYSTS #7)</p> <p>F.c. Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines. (NYSTS #6,7)</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p> <p>A.a. Has little familiarity with the subject matter and few ideas on how to teach it and how students learn. (NYSTS #2, 3, 4)</p> <p>B.b. Comes up with ad hoc rules and punishments as events unfold during the year. (NYSTS #1,2,3,4,5)</p> <p>C.e. Often presents material in a confusing way, using language that is inappropriate. (NYSTS #1,2,3,4,5)</p> <p>D.c. Uses ineffective methods ("Is everyone with me?") to check for understanding.. (NYSTS #4 & 5)</p> <p>E.g. Does not respond to parent concerns and makes parents feel unwelcome in the classroom. (NYSTS #7)</p> <p>F.c. Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines. (NYSTS #6,7)</p>

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	45-54

Developing	39-44
Ineffective	0-38

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	1
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of 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	1
4.7) Observations of Tenured Teachers Informal/Short	1

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 Monday, May 07, 2012

Updated Friday, June 29, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	55- 60
Effective	45-54
Developing	39-44
Ineffective	0-38

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 Monday, May 07, 2012

Updated Thursday, August 16, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/125917-Df0w3Xx5v6/TIP form and TIP Plan.docx

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:

A teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee within five school days of the reception of the evaluation or no later than September 11, 2013. A Professional Review Appeals Process Panel shall consist of the President of the MEA and the Superintendent of Schools or their respective designee. Should the Superintendent not participate personally on the panel, the panel will make a recommendation to the Superintendent. The decision of the Superintendent shall make a final determination within 10 school days after the submission of the appeal. The Superintendent's decision shall be final and binding

and not subject to the grievance and arbitration process of the collective bargaining agreement.

Additionally, the Manhasset Public Schools teachers' contract includes the following stipulation regarding Annual Professional Performance Review (Schedule E, Supervision and Evaluation):

The parties recognize their obligation to negotiate pursuant to Education Law section 3012-c with respect to the Annual Professional Performance Evaluation ("APPR") of unit members. The parties agree that the APPR which results from said negotiations shall not be contained within the collective bargaining agreement, but shall be contained within a separate document. The parties further agree that only those unit members who are rated "ineffective" or "developing" shall have the right to appeal such rating, and that the decision of the Superintendent on such appeal shall be final and binding and not subject to the grievance and arbitration process of the parties' collective bargaining agreement. However, nothing herein shall prevent a teacher from challenging the evaluation within the context of a proceeding pursuant to Educational Law section 3020-a.

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.

All evaluators have been, and will continue to be, trained in effective observation techniques, supervision strategies and in our teacher evaluation rubric, the Marshall rubric.

During the 11- 12 school year, the school district's administration team participated in a significant number of State and local workshops that focused on the observation process through the use of evidenced-based documentation tied to the cells (elements) contained within the Marshall rubric, specifically Domains B (Classroom Management) and Domain C (Delivery of Instruction), which are both at the heart of the teaching and learning process.

Marshall 2012 training featured a full length film which captured an entire school year. The film was presented in time sequenced segments which allowed the evaluator to analyze and evaluate teacher effectiveness through observable evidence. The facilitator, Kim Marshall, put our administrative team through an exercise of inter-rater reliability through nine mini-observations. At the conclusion of each mini-observation, the team was called upon to respond, support through evidence via electronic survey clickers in response to a series of questions based on the various segments. All of this confirmed consistency among our administrative team.

In addition, the administrative team actively participated in three days of training on the Danielson model during which time classroom observations were also presented and evaluated. All of the above training constituted certification of the lead evaluators by the school district.

During the 12 -13 school year, the administrative will be engaged in ongoing training constituting recertification of the lead evaluators. This will include training through the "Teacher Evaluation Practice Center" (Educational Impact Academy). Here, both current and newly hired administrators will have the unique opportunity to practice their skills in gathering evidence, identifying Marshall rubric components and determining levels of performance. Evaluations will be compared and evaluated by recognized experts in the field.

It is our intention to continue to provide ongoing and rigorous opportunities for inter-rater reliability and consistency in the teacher evaluation process.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, May 07, 2012

Updated Monday, August 20, 2012

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

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

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

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-6
7-8
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
K-6	State assessment	NYS Grades 4 -6 Math State Assessment
7-8	State assessment	NYS Grades 7-8 Math State Assessment
9-12	State assessment	ELA 11 State 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.	Elementary Principals will receive a growth score based on using the combined mean scores from the Math assessment data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to the elementary principals. In addition, the secondary principal (middle school/high school principal) will receive a growth score based on using the combined mean scores from the Math assessment data from grades 7 & 8 as well as the ELA 11 Regents to set school-wide growth to passing/proficiency targets and assign HEDI category to the secondary principal. (See table attached in section 7.3 with complimentary charts for specific district-adopted percentages/expectations aligned to HEDI bands.)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Elementary Principals will receive a growth score based on using the combined mean scores from the Math assessment data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to the elementary principals. In addition, the secondary principal (middle school/high school principal) will receive a growth score based on using the combined mean scores from the Math assessment data from grades 7 & 8 as well as the ELA 11 Regents to set school-wide growth to passing/proficiency targets and assign HEDI category to the secondary principal. (See table attached in section 7.3 with complimentary charts for specific district-adopted percentages/expectations aligned to HEDI bands.)

<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Elementary Principals will receive a growth score based on using the combined mean scores from the Math assessment data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to the elementary principals. In addition, the secondary principal (middle school/high school principal) will receive a growth score based on using the combined mean scores from the Math assessment data from grades 7 & 8 as well as the ELA 11 Regents to set school-wide growth to passing/proficiency targets and assign HEDI category to the secondary principal. (See table attached in section 7.3 with complimentary charts for specific district-adopted percentages/expectations aligned to HEDI bands.)</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Elementary Principals will receive a growth score based on using the combined mean scores from the Math assessment data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to the elementary principals. In addition, the secondary principal (middle school/high school principal) will receive a growth score based on using the combined mean scores from the Math assessment data from grades 7 & 8 as well as the ELA 11 Regents to set school-wide growth to passing/proficiency targets and assign HEDI category to the secondary principal. (See table attached in section 7.3 with complimentary charts for specific district-adopted percentages/expectations aligned to HEDI bands.)</p>
<p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>	<p>Elementary Principals will receive a growth score based on using the combined mean scores from the Math assessment data from grades 4, 5 and 6 in order to set school-wide growth to passing/proficiency targets and assign HEDI categories to the elementary principals. In addition, the secondary principal (middle school/high school principal) will receive a growth score based on using the combined mean scores from the Math assessment data from grades 7 & 8 as well as the ELA 11 Regents to set school-wide growth to passing/proficiency targets and assign HEDI category to the secondary principal. (See table attached in section 7.3 with complimentary charts for specific district-adopted percentages/expectations aligned to HEDI bands.)</p>

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.

We are using a school-wide growth to passing/proficiency target to set HEDI categories. Therefore, there will not be a need for adjustments, controls and other special considerations in setting targets other than that we did reference prior school-wide achievement results.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	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 Monday, May 07, 2012

Updated Monday, August 20, 2012

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-6	(a) achievement on State assessments	Grades 4-6 Math State Assessments
7-8	(a) achievement on State assessments	Grades 7-8 Math State Assessments
9-12	(a) achievement on State assessments	ELA 11 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>We are using 2011 Math state assessment data from grades 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the elementary principals. (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p> <p>We are using 2011 Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p> <p>We are using 2011 ELA 11 state assessment data from grade 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p>
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<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>We are using 2011 Math state assessment data from grades 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the elementary principals. (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p> <p>We are using 2011 Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p> <p>We are using 2011 ELA 11 state assessment data from grade 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>We are using 2011 Math state assessment data from grades 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the elementary principals. (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p> <p>We are using 2011 Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p> <p>We are using 2011 ELA 11 state assessment data from grade 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>We are using 2011 Math state assessment data from grades 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the elementary principals. (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p> <p>We are using 2011 Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p> <p>We are using 2011 ELA 11 state assessment data from grade 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>We are using 2011 Math state assessment data from grades 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the elementary principals. (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p> <p>We are using 2011 Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI</p>

categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)
We are using 2011 ELA 11 state assessment data from grade 11 and Integrated Algebra in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)

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/5366/125919-qBFVOWF7fC/15% Local Assessment HEDI Chart.xlsx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
k-6	(a) achievement on State assessments	Grades 4-6 Math State Assessments
7 -8	(a) achievement on State assessments	Grade 7 -8 Math State Assessments
9 -12	(a) achievement on State assessments	ELA 11 Assessment and Integrated Algebra 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>We are using 2011 Math state assessment data from grades 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the elementary principals. (See HEDI tables contained in section 8.2 for specific principal HEDI bands.)</p> <p>We are using 2011 Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)</p> <p>We are using 2011 ELA 11 state assessment data from grade 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to</p>
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the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)

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

We are using 2011 Math state assessment data from grades 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the elementary principals. (See HEDI tables contained in section 8.2 for specific principal HEDI bands.)
We are using 2011 Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)
We are using 2011 ELA 11 state assessment data from grade 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)

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

We are using 2011 Math state assessment data from grades 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the elementary principals. (See HEDI tables contained in section 8.2 for specific principal HEDI bands.)
We are using 2011 Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)
We are using 2011 ELA 11 state assessment data from grade 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)

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

We are using 2011 Math state assessment data from grades 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the elementary principals. (See HEDI tables contained in section 8.2 for specific principal HEDI bands.)
We are using 2011 Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)
We are using 2011 ELA 11 state assessment data from grade 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)

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

We are using 2011 Math state assessment data from grades 4, 5 and 6 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the elementary principals. (See HEDI tables

contained in section 8.1 for specific principal HEDI bands.)
 We are using 2011 Math state assessment data from grades 7 and 8 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.1 for specific principal HEDI bands.)
 We are using 2011 ELA 11 state assessment data from grade 11 in order to target district-wide achievement levels compared to the state achievement average and assigning HEDI categories to the secondary principal (middle school principal/high school principal). (See HEDI tables contained in section 8.2 for specific principal HEDI bands.)

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

(No response)

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

assets/survey-uploads/5366/125919-T8MIGWUVm1/Resubmitted Principals' Locally Selected Measure 20% Calculators.xlsx

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.

We are using a school-wide achievement to the state average target to set HEDI categories. Therefore, there will not be a need for adjustments, controls and other special considerations in setting targets other than that we did reference prior school-wide achievement results.

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.

We have no principals with more than one locally selected measure.

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 Monday, May 07, 2012

Updated Friday, June 29, 2012

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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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.	Checked
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).	Checked

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.

(No response)

(No response)

(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 Marshall Plan has 6 domains, and within each domain there are 10 cells. A teacher will be given a rating for each cell in each domain. Each cell is worth between 0 and 4 points with 0 points awarded where the teacher is deemed ineffective, 1 point for developing, 3 points for effective, and 4 points for highly effective. The highest total a teacher can receive in any given domain is 40 and the lowest is 0.

*35 <x <40 Highly Effective (HE)
20 <x <35 Effective (E)
10 <x <20 Developing (D)
x <10 Ineffective (I)*

Cell HE E D I

*1. 4 3 1 0
2. 4 3 1 0
3. 4 3 1 0
4. 4 3 1 0
5. 4 3 1 0
6. 4 3 1 0
7. 4 3 1 0
8. 4 3 1 0
9. 4 3 1 0
10. 4 3 1 0*

The ranges were determined by the following. If a principal received 5 highly effective and 5 effective, that would be the minimum score for a highly effective teacher. If a principal received 5 effective and 5 developing, that would be the minimum score for an effective principal. The minimum score for a developing principal will be 10.

5 HI + 5 E = 35 5 E + 5 D = 20 10D = 10 5 D + 5 I = 5

The 6 domains in the Marshall Plan for the purpose of a principal's evaluation will carry equal weights.

To find a principal's score, add up the points from each domain, and divide by 6.

For example: (35 + 30 + 32 + 33 + 31 + 29) ÷ 6 = 31.67

To convert the 31.67 score to a number between 0 and 60, use the conversion scoring chart below where the teacher would be receiving a score of 52 points. (This conversion chart is also included immediately below as a separate attachment.)

Score 0 – 60: 52

*39.17 <x < 40 60
38.33 <x < 39.17 59
37.50 <x < 38.33 58
36.67 <x < 37.50 57
35.83 <x < 36.67 56
35.00 <x < 35.83 55
33.5 <x < 35 54
32 <x < 33.5 53
30.5 <x < 32 52*

29 <x < 30.5 51
27.5 <x < 29 50
26 <x < 27.5 49
24.5 <x < 26 48
23 <x < 24.5 47
21.5 <x < 23 46
20 <x < 21.5 45
18.33 <x < 20 44
16.67 <x < 18.33 43
15.00 <x < 16.67 42
13.33 <x < 15.00 41
11.67 <x < 13.33 40
10 <x < 11.67 39
9.74 <x < 10 38
9.49 <x < 9.74 37
9.23 <x < 9.49 36
8.97 <x < 9.23 35
8.72 <x < 8.97 34
8.46 <x < 8.72 33
8.21 <x < 8.46 32
7.95 <x < 8.21 31
7.69 <x < 7.95 30
7.44 <x < 7.69 29
7.18 <x < 7.44 28
6.92 <x < 7.18 27
6.67 <x < 6.92 26
6.41 <x < 6.67 25
6.15 <x < 6.41 24
5.90 <x < 6.15 23
5.64 <x < 5.90 22
5.38 <x < 5.64 21
5.13 <x < 5.38 20
4.87 <x < 5.13 19
4.62 <x < 4.87 18
4.36 <x < 4.62 17
4.10 <x < 4.36 16
3.85 <x < 4.10 15
3.59 <x < 3.85 14
3.33 <x < 3.59 13
3.08 <x < 3.33 12
2.82 <x < 3.08 11
2.56 <x < 2.82 10
2.31 <x < 2.56 9
2.05 <x < 2.31 8
1.79 <x < 2.05 7
1.54 <x < 1.79 6
1.28 <x < 1.54 5
1.03 <x < 1.28 4
0.77 <x < 1.03 3
0.51 <x < 0.77 2
0.26 <x < 0.51 1
0.00 <x < 0.26 0

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.

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.

<p>Highly Effective: Overall performance and results exceed standards.</p>	<p>Highly Effective: Overall performance and results exceed ISSLIC Standards:</p> <p>A.a. Recruits a strong leadership team and develops its skills and commitment to a high level (Standards 1 & 3).</p> <p>B.b. Skillfully and eloquently communicates goals to all constituencies using a variety of channels (Standard 5).</p> <p>C.h. Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions (Standards 2 & 3).</p> <p>D.c. Orchestrates aligned, high-quality coaching, workshops, school visits, and other professional learning tuned to staff needs (Standards 2 & 3).</p> <p>E.g. Informs parents of monthly learning expectations and specific ways they can support their children's learning (Standards 2 & 6).</p> <p>F.c. Ensures, smooth, friendly student entry, dismissal, meal times, transitions, and recesses every day (Standard 2).</p>
<p>Effective: Overall performance and results meet standards.</p>	<p>Effective: Overall performance and results meet ISSLIC Standards:</p> <p>A.a. Recruits and develops a leadership team with a balance of skills (Standards 1 & 3).</p> <p>B.b. Uses a variety of means (e.g. face-to-face, newsletters, websites) to communicate goals to others (Standard 5).</p> <p>C.h. . Insists that teams follow up each interim assessment with reteaching and remediation (Standards 2 & 3).</p> <p>D.c. Organizes aligned, on-going coaching and training that builds classroom proficiency (Standards 2 & 3).</p> <p>E.g. Sends home information on the grade-level learning expectations and ways parents can help at home (Standards 2 & 6).</p> <p>F.c. Supervises orderly student entry, dismissal, meals, class transitions, and recesses (Standard 2).</p>
<p>Developing: Overall performance and results need improvement in order to meet standards.</p>	<p>Developing: Overall performance and results need improvement in order to meet ISSLIC Standards:</p> <p>A.a. Enlists one or two like-minded colleagues to provide advice and support (Standards 1 & 3).</p> <p>B.b. Has a limited communication repertoire and some key stakeholders are not aware of school goals (Standard 5).</p> <p>C.h. Suggests that teachers use interim assessment data to help struggling students (Standards 2 & 3).</p> <p>D.c. Provides conventional staff development workshops to teachers</p>

(Standards 2 & 3).

E.g. send home an annual list of grade-level learning expectations (Standards 2 & 6).

F.c. Intermittently supervises student entry, dismissal, transitions, and meal times (Standard 2).

Ineffective: Overall performance and results do not meet standards.

Ineffective: Overall performance and results do not meet ISSLIC Standards:

A.a. Is a Lone Ranger working with little or no support from colleagues (Standards 1 & 3).

B.b. Is not an effective communicator, and others are often left guessing about policies and direction (Standard 5).

C.h. Does not provide time or leadership for follow up after tests (Standards 2 & 3).

D.c. Provides occasional workshops, leaving teachers mostly on their own in terms of professional (Standards 2 & 3).

E.g. Does not send home the school's learning expectations (Standards 2 & 6).

F.c. Rarely supervises student entry, dismissal, and common spaces and there are frequent problems (Standard 2).

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Monday, May 07, 2012

Updated Friday, June 29, 2012

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	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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 Monday, May 07, 2012

Updated Thursday, August 16, 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/5276/125924-Df0w3Xx5v6/Manhasset School District PIP and form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A principal may appeal the annual evaluation to the Superintendent of Schools or his/her designee within five school days of the reception of the evaluation or no later than September 11, 2013. A Professional Review Appeals Process Panel shall consist of the President of the MASA and the Superintendent of Schools or their respective designee. Should the Superintendent not participate personally on the panel, the panel will make a recommendation to the Superintendent. The decision of the Superintendent shall make a final determination within 10 school days after the submission of the appeal. The Superintendent's decision shall be final and binding and not subject to the grievance and arbitration process of the collective bargaining agreement.

The parties recognize their obligation to negotiate pursuant to Education Law section 3012-c with respect to the Annual Professional Performance Evaluation ("APPR") of unit members. The parties agree that the APPR which results from said negotiations shall not be contained within the collective bargaining agreement, but shall be contained with in a separate document. The parties further agree that only those unit members who are rated "ineffective" or "developing" shall have the right to appeal such rating, and that the decision of the Superintendent on such appeal shall be final and binding and not subject to the grievance and arbitration process of the parties' collective bargaining agreement. However, nothing herein shall prevent a principal from challenging the evaluation within the context of a proceeding pursuant to Educational Law section 3020-a.

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.

All lead evaluators have been, and will continue to be, trained in effective observation techniques, supervision strategies and in our teacher evaluation rubric, the Marshall rubric.

During the 11- 12 school year, the school district's administration team including lead evaluators participated in a significant number of workshops that focused on the observation process through the use of evidenced based documentation tied to the cells (elements) contained within the Marshall rubric, specifically Domains B (Classroom Management) and Domain C (Delivery of Instruction), which are both the heart of teaching and learning process.

Marshall 2012 training featured a full length film which captured an entire school year. The film was presented in time sequenced segments which allowed the evaluator to analyze and evaluate teacher effectiveness through observable evidence. The facilitator, Kim Marshall, put our administrative team and lead evaluators through an exercise of inter-rater reliability through nine mini-observations. At the conclusion of each mini-observation, the team was called upon to respond, support through evidence via electronic survey clickers in response to a series of questions based on the various segments. All of this confirmed consistency among our administrative team and lead evaluators.

In addition, the administrative team and lead evaluators actively participated in three days of training on the Danielson model during which time classroom observations were also presented and evaluated. All of the above training constituted certification of the lead evaluators by the school district.

During the 12 -13 school year, the administrative and lead evaluators will be engaged in ongoing training constituting recertification of the lead evaluators. This includes training through the "Teacher Evaluation Practice Center" (Educational Impact Academy). Here, newly hired and current administrators will have the unique opportunity to practice their skills in gathering evidence, identifying Marshall rubric components and determine levels of performance. Evaluations will be compared and evaluated by recognized experts in the field.

It is our intention to continue to provide ongoing and rigorous training in inter-rater reliability and consistency in the teacher evaluation process, for the purposes of the continued recertification.

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 Monday, May 07, 2012

Updated Thursday, August 23, 2012

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/5581/125925-3Uqgn5g9Iu/Resubmitted District Certification page-APPR 8-23-12.PDF](assets/survey-uploads/5581/125925-3Uqgn5g9Iu/Resubmitted%20District%20Certification%20page-APPR%208-23-12.PDF)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

HEDI Translation Template for Local Scores Counting as 15% of Comp

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as
The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 8 to 13

11

Target Percent - as %

75%

Note: The point values and ranges on the HEDI point scale (from zero

	HEDI Points	Percent Passing Achieved	HEDI Scores and Passing Range
Ineffective	0	0%	0% to 6%
	1	7%	7% to 13%
	2	14%	14% to 20%
Developing	3	21%	21% to 27%
	4	28%	28% to 34%
	5	35%	35% to 41%
	6	42%	42% to 48%
	7	49%	49% to 55%
Effective	8	56%	56% to 62%
	9	63%	63% to 68%
	10	69%	69% to 74%
	11	75%	75% to 80%
	12	81%	81% to 87%
	13	88%	88% to 93%
Highly Effective	14	94%	94% to 96%
	15	100%	97% to 100%

This template translates HEDI scores into performance levels. Each translation is based on the HEDI Anchor Point (from 8 to 13) and the Target Percent.

HEDI scores in the “Highly Effective” range are defined by the number of steps selected and 100%. For example, if 4 steps are selected, there are four equal steps to reach “Highly Effective” and the difference between the steps is 25%.

HEDI scores in the “Developing” range are defined by the eight steps selected and 100%. For example, if 4 steps are selected, the difference between the steps is diminished by 1/8th of the total range.

For a given Anchor Point and Target Percent, the template provides a useful translation term and target combination.

template translates a percent passing into a HEDI score. Translation is based on the target required and the HEDI Anchor Point (from 8 to 13) selected.

Percentages in the “Highly Effective” and “Effective” ranges are calculated by the number of steps between the Anchor Point and 100%. For example, at Anchor Point 11, there are 4 equal steps to 100%. Thus, all steps in the “Highly Effective” and “Effective” ranges represent 1/4 of the distance between the Anchor Point and 100%.

Percentages in the “Developing” and “Ineffective” ranges are calculated by the eight scores (0 to 7) in these ranges. Each step is represented by 1/8th of the score cited for HEDI level 8.

For each Anchor Point, only certain targets will result in accurate translation templates. Always check the Anchor Point and target combination before using this template.

Local 20% Measure (When Compared to State Achievement)

Enter (in cell G2) Percent above State Achievement Required to Earn HEDI 15

24%

Enter (in cell G3) State Achievement Level

60%

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

	HEDI Points	Achievement Target Negotiated	Range of scores for each HEDI point total	Actual State Achievement from cell G3	Actual Teacher Earn HEDI
Ineffective	0	-24.00%	-24.00% to -21.01%	60%	36.00% to
	1	-21.00%	-21.00% to -18.01%	60%	39.00% to
	2	-18.00%	-18.00% to -15.01%	60%	42.00% to
Developing	3	-15.00%	-15.00% to -12.01%	60%	45.00% to
	4	-12.00%	-12.00% to -9.01%	60%	48.00% to
	5	-9.00%	-9.00% to -6.01%	60%	51.00% to
	6	-6.00%	-6.00% to -3.01%	60%	54.00% to
	7	-3.00%	-3.00% to -0.01%	60%	57.00% to
	8	0.00%	0.00% to 3.42%	60%	60.00% to
Effective	9	3.43%	3.43% to 6.85%	60%	63.43% to
	10	6.86%	6.86% to 10.28%	60%	66.86% to
	11	10.29%	10.29% to 13.70%	60%	70.29% to
	12	13.71%	13.71% to 17.13%	60%	73.71% to
	13	17.14%	17.14% to 20.56%	60%	77.14% to
	14	20.57%	20.57% to 23.99%	60%	80.57% to
	15	24.00%	24.00% to 26.39%	60%	84.00% to
	16	26.40%	26.40% to 29.03%	60%	86.40% to
	17	29.04%	29.04% to 31.93%	60%	89.04% to
Highly Effective	18	31.94%	31.94% to 35.13%	60%	91.94% to
	19	35.14%	35.14% to 37.65%	60%	95.14% to
	20	38.65%	38.65% to above	60%	98.65%

Resubmitted Math 7-8

Target to Points	HEDI scoring ranges are anchored at HEDI 15 for reaching the required percent above State achievement.
38.99%	Each HEDI point achieved <u>above</u> HEDI 15 represents a multiplier of 1.1. Each HEDI point <u>below</u> , in the "Effective" range, represents 1/7 of the distance to an achievement of zero which is equivalent to 8 HEDI points (the highest score in the "Developing" range).
41.99%	
44.99%	
47.99%	
50.99%	
53.99%	
56.99%	
59.99%	Each HEDI point in the "Ineffective" and "Developing" bands below HEDI 8 represents 1/8 of the distance between zero (HEDI 8) and the <u>negative value set</u> for HEDI 15.
63.42%	
66.85%	
70.28%	
73.70%	
77.13%	
80.56%	
83.99%	
86.39%	
89.03%	
91.93%	
95.13%	
97.65%	
above	

39.17	$\leq x \leq$	40	60
38.33	$\leq x <$	39.17	59
37.50	$\leq x <$	38.33	58
36.67	$\leq x <$	37.50	57
35.83	$\leq x <$	36.67	56
35.00	$\leq x <$	35.83	55
33.5	$\leq x <$	35	54
32	$\leq x <$	33.5	53
30.5	$\leq x <$	32	52
29	$\leq x <$	30.5	51
27.5	$\leq x <$	29	50
26	$\leq x <$	27.5	49
24.5	$\leq x <$	26	48
23	$\leq x <$	24.5	47
21.5	$\leq x <$	23	46
20	$\leq x <$	21.5	45
18.33	$\leq x <$	20	44
16.67	$\leq x <$	18.33	43
15.00	$\leq x <$	16.67	42
13.33	$\leq x <$	15.00	41
11.67	$\leq x <$	13.33	40
10	$\leq x <$	11.67	39
9.74	$\leq x <$	10	38
9.49	$\leq x <$	9.74	37
9.23	$\leq x <$	9.49	36
8.97	$\leq x <$	9.23	35
8.72	$\leq x <$	8.97	34
8.46	$\leq x <$	8.72	33
8.21	$\leq x <$	8.46	32
7.95	$\leq x <$	8.21	31
7.69	$\leq x <$	7.95	30
7.44	$\leq x <$	7.69	29
7.18	$\leq x <$	7.44	28
6.92	$\leq x <$	7.18	27
6.67	$\leq x <$	6.92	26
6.41	$\leq x <$	6.67	25
6.15	$\leq x <$	6.41	24

5.90	$\leq x <$	6.15	23
5.64	$\leq x <$	5.90	22
5.38	$\leq x <$	5.64	21
5.13	$\leq x <$	5.38	20
4.87	$\leq x <$	5.13	19
4.62	$\leq x <$	4.87	18
4.36	$\leq x <$	4.62	17
4.10	$\leq x <$	4.36	16
3.85	$\leq x <$	4.10	15
3.59	$\leq x <$	3.85	14
3.33	$\leq x <$	3.59	13
3.08	$\leq x <$	3.33	12
2.82	$\leq x <$	3.08	11
2.56	$\leq x <$	2.82	10
2.31	$\leq x <$	2.56	9
2.05	$\leq x <$	2.31	8
1.79	$\leq x <$	2.05	7
1.54	$\leq x <$	1.79	6
1.28	$\leq x <$	1.54	5
1.03	$\leq x <$	1.28	4
0.77	$\leq x <$	1.03	3
0.51	$\leq x <$	0.77	2
0.26	$\leq x <$	0.51	1
0.00	$\leq x <$	0.26	0

HEDI Translation Template for Local Scores Counting as 15% of Comp

Enter HEDI anchor point (range 8-13) and anticipated Target Percent (as
The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 8 to 13

11

Target Percent - as %

75%

Note: The point values and ranges on the HEDI point scale(from zero

	HEDI Points	Percent Passing Achieved	HEDI Scores and Passing Range
Ineffective	0	0%	0% to 6%
	1	7%	7% to 13%
	2	14%	14% to 20%
Developing	3	21%	21% to 27%
	4	28%	28% to 34%
	5	35%	35% to 41%
	6	42%	42% to 48%
	7	49%	49% to 55%
Effective	8	56%	56% to 62%
	9	63%	63% to 68%
	10	69%	69% to 74%
	11	75%	75% to 80%
	12	81%	81% to 87%
	13	88%	88% to 93%
Highly Effective	14	94%	94% to 96%
	15	100%	97% to 100%

This template translates HEDI scores into performance levels. Each translation is based on the HEDI Anchor Point (from 8 to 13) and the Target Percent.

HEDI scores in the “Highly Effective” range are defined by the number of steps selected and 100%. For example, if 4 steps are selected, there are four equal steps to reach “Highly Effective” and the difference between the steps is 25%.

HEDI scores in the “Developing” range are defined by the eight steps selected and 100%. For example, if 4 steps are selected, the difference between the steps is diminished by 1/8th of the total range.

For a given Anchor Point and Target Percent, the template provides a useful translation term and target combination.

template translates a percent passing into a HEDI score. Translation is based on the target required and the HEDI Anchor Point (from 8 to 13) selected.

Percentages in the “Highly Effective” and “Effective” ranges are calculated by the number of steps between the Anchor Point and 100%. For example, at Anchor Point 11, there are 4 equal steps to 100%. Thus, all steps in the “Highly Effective” and “Effective” ranges represent 1/4 of the distance between the Anchor Point and 100%.

Percentages in the “Developing” and “Ineffective” ranges are calculated by the eight scores (0 to 7) in these ranges. Each step is represented by 1/8th of the score cited for HEDI level 8.

For each Anchor Point, only certain targets will result in accurate translation templates. Always check the Anchor Point and target combination before using this template.

Local 20% Measure (When Compared to State Achievement)

Achievement Required to Earn HEDI 15

9%

Principals' ELA

Enter (in cell G3) State Achievement Level

84%

Note: The point values and ranges on the HEDI point scale(from

	HEDI Points	Achievement Target Negotiated	Range of scores for each HEDI point total		Actual State Achievement from cell G3	Actual Teacher Target HEDI Points
	0	-9.00%	-9.00%	to -7.89%	84%	75.00% to
	1	-7.88%	-7.88%	to -6.76%	84%	76.13% to
	2	-6.75%	-6.75%	to -5.64%	84%	77.25% to
	3	-5.63%	-5.63%	to -4.51%	84%	78.38% to
	4	-4.50%	-4.50%	to -3.39%	84%	79.50% to
	5	-3.38%	-3.38%	to -2.26%	84%	80.63% to
	6	-2.25%	-2.25%	to -1.14%	84%	81.75% to
	7	-1.13%	-1.13%	to -0.01%	84%	82.88% to
	8	0.00%	0.00%	to 1.28%	84%	84.00% to
	9	1.29%	1.29%	to 2.56%	84%	85.29% to
	10	2.57%	2.57%	to 3.85%	84%	86.57% to
	11	3.86%	3.86%	to 5.13%	84%	87.86% to
	12	5.14%	5.14%	to 6.42%	84%	89.14% to
	13	6.43%	6.43%	to 7.70%	84%	90.43% to
	14	7.71%	7.71%	to 8.99%	84%	91.71% to
	15	9.00%	9.00%	to 9.89%	84%	93.00% to
	16	9.90%	9.90%	to 10.88%	84%	93.90% to
	17	10.89%	10.89%	to 11.97%	84%	94.89% to
	18	11.98%	11.98%	to 13.17%	84%	95.98% to
	19	13.18%	13.18%	to 13.49%	84%	97.18% to
	20	14.49%	14.49%	to above	84%	98.49%

Local 20% Measure (When Compared to State Achievement)

Achievement Required to Earn HEDI 15

9%

Principals' Ma

Enter (in cell G3) State Achievement Level

84%

Note: The point values and ranges on the HEDI point scale(from

	HEDI Points	Achievement Target Negotiated	Range of scores for each HEDI point total		Actual State Achievement from cell G3	Actual Teacher Target HEDI Points
--	-------------	-------------------------------	---	--	---------------------------------------	-----------------------------------

	0	-9.00%	-9.00%	to	-7.89%	84%	75.00%	to
	1	-7.88%	-7.88%	to	-6.76%	84%	76.13%	to
	2	-6.75%	-6.75%	to	-5.64%	84%	77.25%	to
	3	-5.63%	-5.63%	to	-4.51%	84%	78.38%	to
	4	-4.50%	-4.50%	to	-3.39%	84%	79.50%	to
	5	-3.38%	-3.38%	to	-2.26%	84%	80.63%	to
	6	-2.25%	-2.25%	to	-1.14%	84%	81.75%	to
	7	-1.13%	-1.13%	to	-0.01%	84%	82.88%	to
	8	0.00%	0.00%	to	1.28%	84%	84.00%	to
	9	1.29%	1.29%	to	2.56%	84%	85.29%	to
	10	2.57%	2.57%	to	3.85%	84%	86.57%	to
	11	3.86%	3.86%	to	5.13%	84%	87.86%	to
	12	5.14%	5.14%	to	6.42%	84%	89.14%	to
	13	6.43%	6.43%	to	7.70%	84%	90.43%	to
	14	7.71%	7.71%	to	8.99%	84%	91.71%	to
	15	9.00%	9.00%	to	9.89%	84%	93.00%	to
	16	9.90%	9.90%	to	10.88%	84%	93.90%	to
	17	10.89%	10.89%	to	11.97%	84%	94.89%	to
	18	11.98%	11.98%	to	13.17%	84%	95.98%	to
	19	13.18%	13.18%	to	13.49%	84%	97.18%	to
	20	14.49%	14.49%	to	above	84%	98.49%	

Local 20% Measure (When Compared to State Achievement)

Achievement Required to Earn HEDI 15

9%

Principals' Ma

Enter (in cell G3) State Achievement Level

84%

Note: The point values and ranges on the HEDI point scale(from

	HEDI Points	Achievement Target Negotiated	Range of scores for each HEDI point total		Actual State Achievement from cell G3	Actual Teacher Target HEDI Points		
	0	-9.00%	-9.00%	to	-7.89%	84%	75.00%	to
	1	-7.88%	-7.88%	to	-6.76%	84%	76.13%	to
	2	-6.75%	-6.75%	to	-5.64%	84%	77.25%	to
	3	-5.63%	-5.63%	to	-4.51%	84%	78.38%	to
	4	-4.50%	-4.50%	to	-3.39%	84%	79.50%	to
	5	-3.38%	-3.38%	to	-2.26%	84%	80.63%	to
	6	-2.25%	-2.25%	to	-1.14%	84%	81.75%	to
	7	-1.13%	-1.13%	to	-0.01%	84%	82.88%	to
	8	0.00%	0.00%	to	1.28%	84%	84.00%	to
	9	1.29%	1.29%	to	2.56%	84%	85.29%	to
	10	2.57%	2.57%	to	3.85%	84%	86.57%	to

	11	3.86%	3.86%	to	5.13%	84%	87.86%	to
	12	5.14%	5.14%	to	6.42%	84%	89.14%	to
	13	6.43%	6.43%	to	7.70%	84%	90.43%	to
	14	7.71%	7.71%	to	8.99%	84%	91.71%	to
	15	9.00%	9.00%	to	9.89%	84%	93.00%	to
	16	9.90%	9.90%	to	10.88%	84%	93.90%	to
	17	10.89%	10.89%	to	11.97%	84%	94.89%	to
	18	11.98%	11.98%	to	13.17%	84%	95.98%	to
	19	13.18%	13.18%	to	13.49%	84%	97.18%	to
	20	14.49%	14.49%	to	above	84%	98.49%	



A 11 - HEDI Chart

et to Earn
76.12%
77.24%
78.37%
79.49%
80.62%
81.74%
82.87%
83.99%
85.28%
86.56%
87.85%
89.13%
90.42%
91.70%
92.99%
93.89%
94.88%
95.97%
97.17%
97.49%
above



Math 4-6 - HEDI Chart

et to Earn

76.12%
77.24%
78.37%
79.49%
80.62%
81.74%
82.87%
83.99%
85.28%
86.56%
87.85%
89.13%
90.42%
91.70%
92.99%
93.89%
94.88%
95.97%
97.17%
97.49%
above



Math 7&8 - HEDI Chart

et to Earn
;
76.12%
77.24%
78.37%
79.49%
80.62%
81.74%
82.87%
83.99%
85.28%
86.56%
87.85%

89.13%
90.42%
91.70%
92.99%
93.89%
94.88%
95.97%
97.17%
97.49%
above

MANHASSET PUBLIC SCHOOLS—TEACHER IMPROVEMENT PLAN (TIP)

PROFESSIONAL STATUS _____
Tenured or Probationary
Year _____

The NYS Commissioner’s Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan. A TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher’s request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher, administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Teacher: _____ Employee ID: _____ Tenure Area: _____ Observation Dates: _____

Observers: _____ School/Location: _____ Position: _____

Place a check mark in the box next to any domain below that is rated as Developing or Ineffective.

- Planning and Preparation
 Classroom Management
 Delivery of Instruction
 Monitoring, Assessment, and Follow-Up
 Family and Community Outreach
 Professional Responsibilities

In this space below, describe the following: List goals to address the domains assessed as Developing or Ineffective; list differentiated activities to support the teacher’s improvement in the areas listed above; describe the manner in which the improvement will be assessed and provide a timeline for achieving improvement.

Planning and Preparation	Classroom Management	Delivery of Instruction	Monitoring, Assessment and Follow Up	Family and Community Outreach	Professional Responsibilities

List of Participants: _____ Date: _____
 cc: Personnel File

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.

When an administrator determines that a staff member's performance is need of improvement based upon the composite teacher evaluation rating that identifies the staff member as Developing or Ineffective, the administrator will notify the teacher, in writing, by on or about September 1, 2013 and will provide the specific reasons for this determination. The notification will be part of the teacher's end -of-the-year evaluation.

In the ensuing academic year, the following steps will be implemented:

- 1. The administrator will meet with the teacher prior to September 18, 2013 to develop the teacher improvement plan (TIP) which will extend through June 30, 2014.**
- 2. The administrator will provide the teacher in writing, with specific standards-based goals, suggestions and recommendations which are connected directly to the areas needing improvement. This should address the specific reasons for the determination which will enable the teacher to bring about a change in performance.**
- 3. The TIP may include, but is not limited to, announced and unannounced observations and ongoing conferences which will provide an opportunity to review the recommendations for improvement and the teacher's progress. The TIP will consist of meetings between the teacher and the administrator as follows:**
 - The second meeting will be held prior to October 15, 2013.**
 - The third meeting will be held prior to December 15, 2013.**
 - The fourth meeting will be held prior to February 15, 2014.**
 - The fifth meeting will be held prior to May 15, 2014.**
- 4. The TIP will include the manner in which the improvement will be assessed, and where appropriate, differentiated activities to support improvement in those areas. The plan will clearly describe the professional learning activities that the educator must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher or principal must produce that can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan**

should be described, and could include items such as lesson plans and supporting materials, including student work, etc.

The supervisor will clearly state in the plan the additional support and assistance that the educator will receive. In the final stage of the improvement plan, the teacher or principal will meet with his or her supervisor to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan for the teacher or principal.

- 5. There will be at least one formal announced observation each semester which will include a pre-observation conference, an observation of at least 30 minutes a post-observation conference, and a written record of the observation. Unannounced observations must include a post-observation conference and written record of the observation. Post observation conferences for announced and unannounced observations will be conducted within two school days of the observation and a written record of the post-observation conference will be provided five school days after the post-observation conference.**

Manhasset School District

Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Manhasset School District
Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the "ineffective" or "development" performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlines above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

	<p>High School</p> <p>Studio Art, AP Studio Art and Pre-AP Studio Art, Architectural Drawing 1 and 2,</p> <p>Chorus 7, Concert Choir and Symphonic Choir, Concert Orchestra, Concert Band</p>		<p>Gr. 7 Drama</p> <p>ELA 11 Regents used for the Art and Music High school courses</p>
	<p>AP Biology</p>	<p><input type="radio"/> District, Regional or BOCES-developed</p>	<p>AP Biology SLO Assessments</p>
	<p>Business Law</p> <p>Computer Multimedia</p> <p>Introduction to Business</p>	<p><input type="radio"/> District, Regional or BOCES-developed</p>	<p>SLO Assessments in the courses listed</p>
	<p>Library/Research Skills K-2</p>	<p><input type="radio"/> State Assessment</p>	<p>Combined mean score of Grade 4-6 ELA</p>

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	

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

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

The chart below will automatically change to reflect the entries.

HEDI Anchor Point - 9 to 17

13

SLO Target Percent - as %

80%

Note: The point values and ranges on the HEDI point scale (from zero to 20) a

	HEDI Points	SLO Target or Percent Achieved	HEDI scores and Passing Range
Ineffective	0	0%	0% to 7%
	1	8%	8% to 14%
	2	15%	15% to 22%
Developing	3	23%	23% to 29%
	4	30%	30% to 37%
	5	38%	38% to 45%
	6	46%	46% to 52%
	7	53%	53% to 60%
	8	61%	61% to 68%
Effective	9	69%	69% to 70%
	10	71%	71% to 73%
	11	74%	74% to 76%
	12	77%	77% to 79%
	13	80%	80% to 82%
	14	83%	83% to 85%
	15	86%	86% to 88%
	16	89%	89% to 90%
	17	91%	91% to 93%
Highly Effective	18	94%	94% to 96%
	19	97%	97% to 98%
	20	100%	99% to 100%

This template trans: SLO to a HEDI score required for that S (17) selected.

HEDI scores in the ' are defined by the selected and 100%. are five equal steps "Highly Effective" a the difference betw

HEDI scores in the are defined by the step is diminished

For a given Anchor useful translation t and target combin:

are determined by SED regulations.

template translates a percent passing achieved on an HEDI score. Each translation is based on the target for that SLO and the HEDI Anchor Point (from 9 to 100). The template is used to determine the percentage of scores in the “Highly Effective” and “Effective” ranges based on the number of steps between the Anchor Point and 100%. For example, at Anchor Point 15, there are 8 equal steps to 100%. Thus, all steps in the “Highly Effective” and “Effective” ranges represent 1/5 of the difference between the Anchor Point and 100%.

Scores in the “Developing” and “Ineffective” ranges are determined by the nine scores (0 to 8) in these ranges. Each score is diminished by 1/9th of the score cited for HEDI level 9.

Scores in the “Developing” and “Ineffective” ranges are determined by the nine scores (0 to 8) in these ranges. Each score is diminished by 1/9th of the score cited for HEDI level 9.

When Anchor Point, only certain targets will result in translation templates. Always check the Anchor Point and target combination before using this template.

39.17	$\leq x \leq$	40	60
38.33	$\leq x <$	39.17	59
37.50	$\leq x <$	38.33	58
36.67	$\leq x <$	37.50	57
35.83	$\leq x <$	36.67	56
35.00	$\leq x <$	35.83	55
33.5	$\leq x <$	35	54
32	$\leq x <$	33.5	53
30.5	$\leq x <$	32	52
29	$\leq x <$	30.5	51
27.5	$\leq x <$	29	50
26	$\leq x <$	27.5	49
24.5	$\leq x <$	26	48
23	$\leq x <$	24.5	47
21.5	$\leq x <$	23	46
20	$\leq x <$	21.5	45
18.33	$\leq x <$	20	44
16.67	$\leq x <$	18.33	43
15.00	$\leq x <$	16.67	42
13.33	$\leq x <$	15.00	41
11.67	$\leq x <$	13.33	40
10	$\leq x <$	11.67	39
9.74	$\leq x <$	10	38
9.49	$\leq x <$	9.74	37
9.23	$\leq x <$	9.49	36
8.97	$\leq x <$	9.23	35
8.72	$\leq x <$	8.97	34
8.46	$\leq x <$	8.72	33
8.21	$\leq x <$	8.46	32
7.95	$\leq x <$	8.21	31
7.69	$\leq x <$	7.95	30
7.44	$\leq x <$	7.69	29
7.18	$\leq x <$	7.44	28
6.92	$\leq x <$	7.18	27
6.67	$\leq x <$	6.92	26
6.41	$\leq x <$	6.67	25
6.15	$\leq x <$	6.41	24

5.90	$\leq x <$	6.15	23
5.64	$\leq x <$	5.90	22
5.38	$\leq x <$	5.64	21
5.13	$\leq x <$	5.38	20
4.87	$\leq x <$	5.13	19
4.62	$\leq x <$	4.87	18
4.36	$\leq x <$	4.62	17
4.10	$\leq x <$	4.36	16
3.85	$\leq x <$	4.10	15
3.59	$\leq x <$	3.85	14
3.33	$\leq x <$	3.59	13
3.08	$\leq x <$	3.33	12
2.82	$\leq x <$	3.08	11
2.56	$\leq x <$	2.82	10
2.31	$\leq x <$	2.56	9
2.05	$\leq x <$	2.31	8
1.79	$\leq x <$	2.05	7
1.54	$\leq x <$	1.79	6
1.28	$\leq x <$	1.54	5
1.03	$\leq x <$	1.28	4
0.77	$\leq x <$	1.03	3
0.51	$\leq x <$	0.77	2
0.26	$\leq x <$	0.51	1
0.00	$\leq x <$	0.26	0

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:

Chris Hill A6.23.2012

Teachers Union President Signature: Date:

Edward R. Vasta A6.23.2012

Administrative Union President Signature: Date:

Stacalorsi A-6.23.2012

Board of Education President Signature: Date:

John Do PRINCE A-6.23.2012