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

Commissioner of Education
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January 28, 2014

Revised

Robert Katulak, Superintendent
New Hyde Park-Garden City Park Union Free School District
1950 Hiillside Ave.
New Hyde Park, NY 11040

Dear Superintendent Katulak:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Thomas L. Rogers

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Monday, September 09, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280405020000

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

280405020000

1.2) School District Name: NEW HYDE PARK-GARDEN CITY PARK UFSD

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

NEW HYDE PARK-GARDEN CITY PARK UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Wednesday, January 15, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The K-1 common branch teachers will use the STAR Literacy Enterprise Assessment. Students will be tested two times, and a Student Growth Percentile (SGP) Score (1-99) will be reported for each student. For each teacher, the average class score of the student's SGP scores will be calculated. Each teacher will have a single average score from 1-99. The teacher will earn their HEDI rating from that score as assigned on the attached chart and in the descriptions below. For Grade 2, common branch teachers will use the STAR Reading Assessment. Students will be tested two times, and a Student Growth Percentile (SGP) Score (1-99) will be reported for each student. The class average SGP score will be calculated from 1-99. The teacher will earn their HEDI rating from that score as assigned on the attached chart and in the descriptions below. For Grade 3, common branch teachers will compare district 3rd

	grade STAR assessment results to the state 3rd grade NYS assessment results to determine growth targets. We will use the Fall STAR Reading assessment as the baseline assessment. We will then compare these results to the scale score and proficiency levels for the Grade 3 state assessment for the same students, as the summative measure of the SLO. Class-wide targets will be set based on the pre-assessment results by discussion with the teacher and principal. These targets will then be approved by the Superintendent. Based on the percentage of students achieving the growth target set in the SLO, the teacher will earn their HEDI rating from that score as assigned on the attached chart and in the descriptions below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	K-2 The average class score for the SGP is between 61 and 99. Gr. 3 61% of students or more will meet or exceed their target goal on the summative assessment. See attached table for points allocation.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K-2 The average class score for the SGP is between 41 and 60. Gr. 3 41-60% of students will meet or exceed their target goal on the summative assessment. See attached table for points allocation.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K-2 The average class score for the SGP is between 21 and 40. Gr. 3 21-40% of students will meet or exceed their target goal on the summative assessment. See attached table for points allocation.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	K-2 The average class score for the SGP is between 1 and 20. Gr. 3 20% of students or fewer will meet or exceed their target goal on the summative assessment. See attached table for points allocation.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The K-1 common branch teachers will use the STAR Literacy Enterprise Assessment. Students will be tested two times, and a Student Growth Percentile (SGP) Score (1-99) will be reported for each student. The STAR Early Literacy Enterprise Assessment includes an Early Numeracy sub-domain component, and therefore tests both ELA and Mathematics. For each teacher, the average class score of the student's SGP scores will be calculated. Each teacher will have a single average score from 1-99. The teacher will earn their HEDI rating from that score as assigned on the attached chart and in the descriptions below. For Grade 2, common branch teachers will use the STAR Mathematics Assessment. Students will be tested two times, and a Student Growth Percentile (SGP) Score (1-99) will be reported for each student. The class average SGP score will be calculated from 1-99. The teacher will earn their HEDI rating from that score as assigned on the attached chart and in the descriptions below. For Grade 3, common branch teachers will compare district 3rd grade STAR assessment results to the state 3rd grade NYS assessment results to determine growth targets. We will use the Fall STAR Mathematics assessment as the baseline assessment. We will then compare these results to the scale score and proficiency levels for the Grade 3 state assessment for the same students, as the summative measure of the SLO. Class-wide targets will be set based on the pre-assessment results by discussion with the teacher and principal. These targets will then be approved by the Superintendent. Based on the percentage of students achieving the growth target set in the SLO, the teacher will earn their HEDI rating from that score as assigned on the attached chart and in the descriptions below.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	K-2 The average class score for the SGP is between 61 and 99. Gr. 3 61% of students or more will meet or exceed their target goal on the summative assessment. See attached table for points allocation.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	K-2 The average class score for the SGP is between 41 and 60. Gr. 3 41-60% of students will meet or exceed their target goal on the summative assessment. See attached table for points allocation.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	K-2 The average class score for the SGP is between 21 and 40. Gr. 3 21-40% of students will meet or exceed their target goal on the summative assessment. See attached table for points allocation.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	K-2 The average class score for the SGP is between 1 and 20. Gr. 3 20% of students or fewer will meet or exceed their target goal on the summative assessment.

	See attached table for points allocation.

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	Not applicable	NA
7	Not applicable	NA

	Science	Assessment
8	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers in K-6 are common branch, we do not offer 6th Grade Science.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	NA

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	Not applicable	NA
7	Not applicable	NA
8	Not applicable	NA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All teachers in K-6 are common branch, we do not offer 6th Grade Social Studies.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	NA
Effective (9 - 17 points) Results meet District goals for similar students.	NA
Developing (3 - 8 points) Results are below District goals for similar students.	NA
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	NA

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	Not applicable	NA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	NA
Effective (9 - 17 points) Results meet District goals for similar students.	NA
Developing (3 - 8 points) Results are below District goals for similar students.	NA
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	NA

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Not applicable	Not applicable
Earth Science	Not applicable	Not applicable
Chemistry	Not applicable	Not applicable
Physics	Not applicable	Not applicable

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	NA
Effective (9 - 17 points) Results meet District goals for similar students.	NA
Developing (3 - 8 points) Results are below District goals for similar students.	NA
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	NA

2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Not applicable	Not applicable
Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	(No response)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	NA
Effective (9 - 17 points) Results meet District goals for similar students.	NA
Developing (3 - 8 points) Results are below District goals for similar students.	NA

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

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	Not applicable	NA
Grade 10 ELA	Not applicable	NA
Grade 11 ELA	Not applicable	NA

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

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

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

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	Art	District, Regional or BOCES-developed	NHP-GCP District Developed Grade Specific Art Assessment
	General Music/Orchestra	School/BOCES-wide/group/team results based on State	NYS 4-6 ELA and Math Assessments
	Band/Chorus	District, Regional or BOCES-developed	NHP-GCP District Developed Grade Specific Band/Chorus Assessment
	Physical Education	School/BOCES-wide/group/team results based on State	NYS 4-6 ELA and Math Assessments

	Library	School/BOCES-wide/group/team results based on State	NYS 4-6 ELA Assessments
	Science Lab	District, Regional or BOCES-developed	NHP-GCP District Developed Grade Specific Science Lab Assessment
	ESL	State Assessment	NYSESLAT
	Reading Support 4-6	School/BOCES-wide/group/team results based on State	NYS 4-6 ELA Assessments
	Reading Support K-3	State-approved 3rd party assessment	STAR Early Literacy Enterprise/ STAR Reading Enterprise
	Math Support	School/BOCES-wide/group/team results based on State	NYS 4-6 Mathematics Assessments
	Math Enrichment	District, Regional or BOCES-developed	NHP-GCP District Developed Grade Specific Math Enrichment Assessment
	Enrichment	District, Regional or BOCES-developed	NHP-GCP District Developed Grade Specific Enrichment Assessment
	Special Education K-2	State-approved 3rd party assessment	STAR Early Literacy Enterprise/ STAR Reading Enterprise
	Special Education 3-6	State Assessment	NYS 3-6 ELA/Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	NHP-GCP District developed grade specific assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. NYS Assessments will be used where appropriate. Art, Chorus and Band, Science, Enrichment will use a growth target based on district pre and post assessments. Teachers, along with their Principal, will create the grade-wide growth targets using the pre-test as a baseline. The targets will be approved by the Superintendent. Based on the percentage of students achieving the growth target set in the SLO, the teacher will earn their HEDI rating from that score as assigned on the attached chart and in the descriptions below. Library, Reading (4-6) and Math Support, PE, General Music and Orchestra, will use the state provided school-wide 4-6 ELA and/or Math value added growth score points as indicated in 2.10. We will use the average of the state provided growth scores for 4-6 ELA and/or Math and will weight those scores proportionally based on the number of students covered by each score. ESL will use SLOs based on the NYSESLAT, using the prior year's NYSESLAT as a baseline or the NYS screening test where no prior NYSESLAT results are available. Teachers, along with their Principal, will create class-wide growth targets. The targets will be approved by the Superintendent. Based on the percentage of students achieving the growth target set in the SLO, the teacher will earn their HEDI rating from that score as assigned on the attached chart for K-6 common branch teachers and in the descriptions from 2.2 and 2.3.

	Self contained 3-6 special education will create targets based on appropriate grade level and IEP goals or get the SPG/VA if the teacher has enough scores to receive one from NYSED. Teachers, along with their Principal, will create the class-wide growth targets using the STAR Reading and Math as a baseline. The targets will be approved by the Superintendent. Based on the percentage of students achieving the growth target set in the SLO, the teacher will earn their HEDI rating from that score as assigned on the attached chart for K-6 common branch teachers and in the descriptions from 2.2 and 2.3. For teachers using the STAR Assessment (Reading Support K-3, Special Ed K-2), students will be tested two times, and a Student Growth Percentile (SGP) Score (1-99) will be reported for each student. The average SGP score will be calculated from 1-99. The teacher will earn their HEDI rating from that score as assigned on the attached chart and in the descriptions below. Please see attached for point allocations for other subjects growth points.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	SPG/VA scores where noted above. 86% of students or more will meet or exceed their target goal on the summative assessment. For STAR the average score for the SGP is between 61 and 99. See attached for point allocations and STAR Growth Percentiles.
Effective (9 - 17 points) Results meet District goals for similar students.	SPG/VA scores where noted above. Between 50 and 85% of students will meet or exceed their target goal on the summative assessment. For STAR the average score for the SGP is between 41 and 60. See attached for point allocations and STAR Growth Percentiles.
Developing (3 - 8 points) Results are below District goals for similar students.	SPG/VA scores where noted above. Between 20 and 49% of students will meet or exceed their target goal on the summative assessment. For STAR the average score for the SGP is between 21 and 40. See attached for point allocations and STAR Growth Percentiles.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	SPG/VA scores where noted above. 19% of students or fewer will meet or exceed their target goal on the summative assessment. For STAR the average score for the SGP is between 1 and 20. See attached for point allocations and STAR Growth Percentiles.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/600008-TXEtxx9bQW/v5_StateGrowth20Points_NHPGCP.pdf

2.12) Locally Developed Controls

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

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

Special consideration will be given to teachers in classrooms where more than 50 percent of the enrolled students are English language learners, students with disabilities, or students in poverty. If this is the case, then the teachers score will be increased by two points after the score is calculated using the above measures, not to exceed 20 points. In no case will the district add more than 2 points to the score.

Due to circumstances beyond the district's control, as caused by the small size of the district, its enrollment, and limited numbers of classes at each grade level in a particular building, there have been occasions where it is necessary to put a large population of special education students, English language learners, or students in poverty in one teacher's classroom. The District rationale for this control is that the teacher should not be penalized for an overrepresentation of these groups in the class, as these students may score lower on assessments. Rosters are determined by the principal and not the teacher.

The district assures that all enrolled students in accordance with teacher of record policies are included and may not be excluded, and that the use of this control will not have a disparate impact on underrepresented students in accordance with any civil rights laws. The district assures that the application of this control will be rigorous, fair, and transparent and that procedures for ensuring data accuracy and integrity will be used.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	4) State-approved 3rd party assessments	STAR Reading Enterprise
7	Not applicable	NA
8	Not applicable	NA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The 4-6 common branch teachers will use the STAR Reading Enterprise Assessment test. Students will be tested two times, and a Student Growth Percentile (SGP) Score (1-99) will be reported for each student. For each teacher, the average class score on the SGP will be used to calculate the score and points out of 15. The SGP compares a student's growth to that of his peers. If a student has an SGP of 90, then his growth from one test to another is better than 90 percent of his peers. The district expectation is that a teacher in the Effective category would have an average SGP of between 41 and 60. The 20 point chart will be used until NYSED implements the value-added measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average class score for the SGP is between 61 and 99. See attached table for points allocation.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average class score for the SGP is between 41 and 60. See attached table for points allocation.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average class score for the SGP is between 21 and 40. See attached table for points allocation.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average class score for the SGP is between 1 and 20. See attached table for points allocation.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	4) State-approved 3rd party assessments	STAR Math Enterprise
7	Not applicable	NA
8	Not applicable	NA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The 4-6 common branch teachers will use the STAR Mathematics Enterprise Assessment test. Students will be tested two times, and a Student Growth Percentile (SGP) Score (1-99) will be reported for each student. For each teacher, the average class score on the SGP will be used to calculate the score and points out of 15. The SGP compares a student's growth to that of his peers. If a student has an SGP of 90, then his growth from one test to another is better than 90 percent of his peers. The district expectation is that a teacher in the Effective category would have an average SGP of between 41 and 60. The 20 point chart will be used until NYSED implements the value-added measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average class score for the SGP is between 61 and 99. See attached table for points allocation.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average class score for the SGP is between 41 and 60. See attached table for points allocation .
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average class score for the SGP is between 21 and 40. See attached table for points allocation.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average class score for the SGP is between 1 and 20. See attached table for points allocation.

3.3) HEDI Tables or Graphics

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The K-1 common branch teachers will use the STAR Early Literacy Assessment. The 2-3 common branch teachers will use the STAR Reading Enterprise Assessment. For all K-3, students will be tested two times, and a student's final level of achievement will be determined using the STAR reported Grade Equivalency score. For each teacher, the percentage of students performing at or above grade level will be calculated. The district expectation is that an effective teacher would have at least 41 percent of students achieving at or above grade level by the end of year assessment. HEDI points will be assigned based on the percentage of students meeting the achievement target as outlined in the chart attached. The targets in the chart have been set and approved by the Superintendent.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students in a class at or above grade level is between 61 and 100. See attached table for points allocation.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students in a class at or above grade level is between 41 and 60. See attached table for points allocation.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students in a class at or above grade level is between 21 and 40. See attached table for points allocation.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students in a class at or above grade level is between 0 and 20. See attached table for points allocation.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	(The K-1 common branch teachers will not use a mathematics assessment for the locally selected measure, only the above mentioned STAR Early Literacy Assessment.) The K-1 common branch teachers will use the STAR Early

	Literacy Assessment. The 2-3 common branch teachers will use the STAR Mathematics Enterprise Assessment. For all K-3, students will be tested two times, and a student's final level of achievement will be determined using the STAR reported Grade Equivalency score. For each teacher, the percentage of students performing at or above grade level will be calculated. The district expectation is that an effective teacher would have at least 41 percent of students achieving at or above grade level by the end of year assessment. HEDI points will be assigned based on the percentage of students meeting the achievement target as outlined in the chart attached. The targets in the chart have been set and approved by the Superintendent.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students in a class at or above grade level is between 61 and 100. See attached table for points allocation.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students in a class at or above grade level is between 41 and 60. See attached table for points allocation.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students in a class at or above grade level is between 21 and 40. See attached table for points allocation.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The percentage of students in a class at or above grade level is between 0 and 20. See attached table for points allocation.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	NA
7	Not applicable	NA
8	Not applicable	NA

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.	All teachers in K-6 are common branch, we do not offer 6th Grade Science.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	NA
7	Not applicable	NA
8	Not applicable	NA

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.	All teachers in K-6 are common branch, we do not offer 6th Grade Social Studies.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	Not applicable	NA
Global 2	Not applicable	NA
American History	Not applicable	NA

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

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	Not applicable	NA
Earth Science	Not applicable	NA
Chemistry	Not applicable	NA
Physics	Not applicable	NA

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

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	Not applicable	NA
Geometry	Not applicable	NA
Algebra 2	Not applicable	NA

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	Not applicable	NA
Grade 10 ELA	Not applicable	NA
Grade 11 ELA	Not applicable	NA

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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
	Art	5) District/regional/BOCES–developed	NHP-GCP District Developed Grade Specific Art Assessment
	General Music/Orchestra	6(ii) School wide measure computed locally	STAR Reading Enterprise/STAR Math Enterprise
	Band/Chorus	5) District/regional/BOCES–developed	NHP-GCP District Developed Grade Specific Instrumental Music Assessment
	Physical Education	5) District/regional/BOCES–developed	NHP-GCP District Developed Grade Specific Physical Education Assessment
	Library	6(ii) School wide measure computed locally	STAR Early Literacy/STAR Reading Enterprise
	Science Lab	5) District/regional/BOCES–developed	NHP-GCP District Developed Grade Specific Science Assessment
	ESL	6(ii) School wide measure computed locally	STAR Early Literacy/STAR Reading Enterprise
	Reading 4-6	6(ii) School wide measure computed locally	STAR Reading Enterprise
	Reading K-3	6(ii) School wide measure computed locally	STAR Early Literacy/STAR Reading Enterprise

	Math Support	6(ii) School wide measure computed locally	STAR Math Enterprise
	Math Enrichment	5) District/regional/BOCES–developed	NHP-GCP District Developed Grade Specific Math Assessment
	Enrichment	5) District/regional/BOCES–developed	NHP-GCP District Developed Grade Specific Enrichment Assessment
	Special Education	4) State-approved 3rd party	STAR EarlyLiteracy/STAR Reading Enterprise/STAR Math Enterprise

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	NHP-GCP District developed grade specific assessments will be rigorous, comparable across classroom and the same assessment will be used across a grade level or subject. Library, Reading, Math Support, General Music/Orchestra will use the school-wide growth score based on the STAR Early Literacy, 4-6 STAR Reading Enterprise and/or 4-6 Math Enterprise results. Students will be tested two times, and a Student Growth Percentile (SGP) Score (1-99) will be reported for each student. For each building, the average score on the SGP will be used to calculate the score and points out of 20. The SGP compares a student's growth to that of his peers. If a student has an SGP of 90, then his growth from one test to another is better than 90 percent of his peers. The district expectation is that a building result for teachers in the Effective category would have an average SGP of between 41 and 60. The teacher will earn their HEDI rating from that score as assigned on the attached chart. Art, Band, Chorus, PE, Science, Math Enrichment and Odyssey Enrichment, will use an achievement target based on pretest baseline scores. Targets will be determined by the teacher and principal and approved by the Superintendent. The percentage of students achieving targets will be used to determine the HEDI score based on the attached chart. ESL will use the school-wide achievement score from the STAR Early Literacy and/or STAR Reading Enterprise. Students will be tested two times, and a student's final level of achievement will be determined using the STAR reported Grade Equivalency score. For each teacher, the percentage of students in their building performing at or above grade level will be calculated. The district expectation is that an effective teacher would have at least 41 percent of students achieving at or above grade level by the end of year assessment. HEDI points will be assigned based on the percentage of students in the building meeting the achievement target as outlined in the chart attached. The targets in the chart have been set and approved by the Superintendent. Self contained special education will create targets based on

	appropriate grade level and IEP goals. Depending on the grade level(s) of the class the teacher and principal will determine whether to use the STAR Early Literacy/STAR Reading and STAR Math as outlined above for common branch teachers in K-6, or to use a growth target based on IEP goals. The determination to use the STAR assessements or IEP goals for creating targets will be made by October 31st and regardless of the decision, the targets would be rigorous and comparable to others in the district. The teacher and principal will set the target which will be approved by the Superintendent. The teacher will earn their HEDI rating based on the attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Please see attached for point allocations and STAR growth percentiles.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached for point allocations and STAR growth percentiles.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached for point allocations and STAR growth percentiles.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attached for point allocations and STAR growth percentiles.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/600009-y92vNseFa4/K_3LocalPoints_NHPGCP_3.pdf

3.14) Locally Developed Controls

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

Special consideration will be given to teachers in classrooms where more than 50 percent of the enrolled students are English language learners, students with disabilities, or students in povery. If this is the case, then the teachers score will be increased by two points after the score is calculated using the above measures, not to exceed 20 points. For teachers where an approved value added model is in place, not to exceed 15 points. In no case will the district add more than 2 points to the score.

Due to circumstances beyond the district's control, as caused by the small size of the district, its enrollment, and limited numbers of classes at each grade level in a particular building, there have been occasions where it is necessary to put a large population of special education students, English language learners, or students in poverty in one teacher's classroom. The District rationale for this control is that the teacher should not be penalized for an overrepresentation of these groups in the class, as they may score lower on assessments. Rosters are determined by the principal and not the teacher.

The district assures that all enrolled students in accordance with teacher of record policies are included and may not be excluded, and that the use of this control will not have a disparate impact on underrepresented students in accordance with any civil rights laws. The district assures that the application of this control will be rigorous, fair, and transparent and that procedures for ensuring data accuracy and integrity will be used.

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.

Teachers with more than one locally selected measure will have each measure scored and then weighted according to the population of students under that measure. For example, if a physical education teacher has 40 5th grade students and 60 2nd grade students, the 5th grade students will account for 40 percent of the score and the 2nd grade students will account for 60 percent of the score.

Each locally selected measure score will be a whole number. For teachers with multiple locally selected measure scores, a weighted score that has a decimal equal or less than .4 will be rounded down. When a weighted score has a decimal equal or greater than .5, the score will be rounded up. If a weighted score is rounded up and causes the rating to move between scoring bands, the score will be automatically rounded down to the nearest whole number.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, November 15, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

A summative evaluation including all Domains (1-4) will be completed for each teacher, during which points are assigned for each component in each domain (based on the attached chart). No points are assigned during the observation process; all points are assigned to the teacher based on the summative rating. The summative ratings take into account the ratings on the announced and unannounced observations during the year. Where a component of the rubric is observed more than once a rating will be determined each time. For the summative evaluation, 32 points (Domain 2 and 3) shall be determined using information from the two classroom observations

(four for untenured teachers) by the building principal or other trained administrator. One observation will be announced and one will be unannounced. 28 points (Domain 1 and 4) will be evaluated through a structured review of teacher artifacts provided for each component of the rubric. The artifacts will be submitted to the building principal for review. The teacher may submit artifacts for review with their principal on an ongoing basis, with a final submission and review for the summative evaluation. Up until the final review the teacher may accumulate and revise artifacts as needed.

Each teachers rating for each component is added up to give the teacher a raw score. This raw score is divided by 15 to produce a scale score. The scale score is then converted to a final points rating out of 60 based on a conversion table (attached). The rubric scores listed in the conversion chart will be rounded up or down mathematically depending on which score it is closest to on the conversion chart. Teachers who score 59-60 points on the summative evaluation will earn the Highly Effective rating. Teachers who score 57-58 will earn the Effective rating. Teachers who score 50-56 points will earn the Developing rating. Teachers who score 0-49 points will be rated Ineffective.

Please see the attachment for a more detailed explanation.

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

assets/survey-uploads/12179/600010-eka9yMJ855/v2NHPGCPOtherMeasures_Teachers.pdf

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.	Teachers at this level of performance are master teachers and make a contribution to the field, both in and out of their school. These teachers' classrooms are operating at t different level from those of other teachers, and consist of a community of learners, with highly motivated and engaged students. Points will be assigned based on each component of the framework, then given an overall rubric score which will be assigned points in each HEDI category.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers performing at this level clearly understand the concepts underlying the components of the Danielson Framework rubric and implements them well. These teachersn know their content, their students, have a broad range of strategies and are flexible and responsive. Teachers at this level have mastered the work of teaching and work to improve their practice. Points will be assigned based on each component of the framework, then given an overall rubric score which will be assigned points in each HEDI category.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers performing at this level do understand the underlying concepts in the Danielson Framework rubric and attempt to implement the components. The implementation is intermittent and not always succesful. This teacher is considered minimally competent and no harm is being done to students. Points will be assigned based on each component of the framework, then given an overall rubric score which will be assigned points in each HEDI category.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher at this level of performance does not yet appear to understand the concepts underlying the components in the Danielson framework rubric. Teaching at this level is below the licensing standards of the State. The teacher requires work on the fundamental practices associated with the elements and components in order to develop and grow. Points will be assigned based on each component of the framework, then given an overall

	rubric score which will be assigned points in each HEDI category.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	4
4.6) Observations of Probationary Teachers | Informal/Short	0
4.6) Observations of Probationary Teachers | Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	2
4.7) Observations of Tenured Teachers | Informal/Short	0
4.7) Observations of Tenured Teachers | Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Monday, September 09, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Wednesday, January 15, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/124359-Df0w3Xx5v6/TIP_Form_NHPGCP_1.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS PROCESS
Application for filing an appeal after receipt by a teacher of a rating of DEVELOPING or INEFFECTIVE.

All appeals must be submitted in writing to the principal or lead evaluator within seven calendar days of the date when the teacher received his/her composite Annual Professional Performance Review ("APPR"). The failure to file an appeal within these timeframes will be deemed a waiver of the right to appeal.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his/her performance review and any documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief. Appeals will be limited to:

a. The substance of the annual professional performance review;
b. The school district's adherence to the standards and methodologies required for this type of review pursuant to Section 3012-c of the Education Law;
c. The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; or
d. The school district's issuance and/or implementation of the terms of the improvement plan.

Any information not submitted at the time the appeal is filed will not be considered except that, upon written notice from the teacher to the evaluator, information in support of the appeal may be provided within 24 hours after the appeal is filed.
A written appeal must include the following:
1. Name, school, position;
2. Name of immediate supervisor;
3. Name of the evaluator;
4. The date the original summative evaluation was received;
5. The evaluation period in question; and
6. The basis for the appeal. (See above a-d).

Within seven school days of receipt of an appeal, the evaluator who issued the performance review will submit a detailed written response to the appeal. The response will include all additional documents or written materials specific to the point(s) of disagreement that support the evaluator's response and are relevant to the resolution of the appeal. Any information that is not submitted at the time the response is filed will not be considered in the deliberations related to the resolution of the appeal, except that, upon written notice from the evaluator to the teacher this information may be provided within 24 hours after it would have otherwise had to be submitted. The teacher initiating the appeal will receive a copy of the response filed by the evaluator, and all additional information submitted with the response, at the same time the evaluator files his/her response.

Within five school days of the evaluators response, excluding holidays, the evaluator and the person being evaluated will meet to discuss a possible resolution to the appeal. The evaluator and the person being evaluated will have 5 school days, excluding holidays, from the day they initially meet, to reach a resolution. In the event they do not reach a resolution, then a tenured teacher may refer the matter, within seven calendar days of the evaluator's submission of all information in support of his/her response to the appeal, to a panel consisting of: a) two administrators other than the evaluator selected by the Superintendent; and b) a tenured teacher from a pool of up to eight members mutually selected by the Union and the District. Each member of the voluntary pool will receive APPR evaluation training determined by the District, at District expense during the previous school year. When HEDI scores are available, the voluntary pool members will be selected from those teachers who received a "Highly Effective" rating in the previous school year. If insufficient numbers of teachers receive a "Highly Effective" rating, the voluntary pool will be selected from those who have received "Effective" ratings based on scores which are in the upper half of that scoring range in the previous school year.

The panel will convene within five school days of the teachers reqeust to consider the appeal. Within seven calendar days of the time the appeal is submitted to the panel, the panel will forward its written recommendation(s) to the Superintendent, with a copy simultaneously sent to the teacher and the evaluator. The panel step of this appeals process is only available to a tenured teacher and may be waived by the tenured teacher in his/her discretion. A tenured teacher who waives the panel, may appeal the matter to the Superintendent within seven calendar days of the evaluator's submission of all information in support of his/her response to the appeal. Probationary teacher appeals go directly to the Superintendent.

A decision shall be rendered by the Superintendent of Schools and/or his designee that did not author the summative, within seven calendar days of the receipt of the panel recommendation(s) or submission of the appeal to the Superintendent's Office. The decision will be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the evaluator's response to the appeal, the panel's recommendation(s) and additional documentary evidence submitted with such papers. The Superintendent's decision will be final and not subject to challenge pursuant to the grievance process or in court or any other forum. Nothing contained herein will diminish any teacher's rights to a hearing pursuant to Education Law §3020-a.

A teacher must submit an appeal within seven days based upon the issuance and or implementation of an improvement plan.

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

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

Training of Lead Evaluators and Evaluators
A. All New Hyde Park-Garden City Park administrators will be trained as teacher evaluators. Nassau BOCES Network Team Trainers and a representative from McKay Consulting, LLC and L.E.A.F. the professional development department of the NYS Council of School Superintendents will be responsible for providing a minimum of 10 full days of specific training in evaluation methods.

B. The superintendent, upon receipt of proof of successful training of lead evaluators will certify individual evaluators as lead evaluators with board approval. The Board of Education will certify the Superintendent of Schools as a lead evaluator upon the presentation of evidence of the successful completion of the training requirements recommended by the NYS Department of Education.

C. Inter-rater reliability will be conducted by the superintendent or outside consultants on an annual basis. The district's process for periodically recertifying all lead evaluator will be done through BOCES whenever required.

Nassau BOCES turnkey trainers will provide training in the nine elements as outlined in Regents rules in section 30-2.9b. Lead evaluators will also have experience in inter-rater reliability when evaluating teacher lessons through training provided by a representative from McKay Consulting, LLC, noted for work with the Danielson Framework for Teaching.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Monday, September 09, 2013

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

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

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

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

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

K-6
(No response)
(No response)
(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(s) provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth | Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.
State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable, All district principals will recieve the state provided growth score. More than 30% of students in each building take the NYS Assessments.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable, All district principals will recieve the state provided growth score. More than 30% of students in each building take the NYS Assessments.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable, All district principals will recieve the state provided growth score. More than 30% of students in each building take the NYS Assessments.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable, All district principals will recieve the state provided growth score. More than 30% of students in each building take the NYS Assessments.

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Friday, November 15, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-6	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise/STAR Reading Enterprise/STAR Math Enterprise

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI categories for principal effectiveness on the Locally Selected measure will be determined based on the percentage of students who demonstrate a year or more's growth, as evidenced by the STAR reported grade equivalency score from the pre-test baseline score to the post-test grade equivalency score on both the STAR Literacy/Reading Assessment and the STAR Math Assessment. HEDI scores will be based on the school-wide percentage of students meeting their target on all of the STAR assessments.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will score in the highly effective category if 85% or more of students school-wide meet the target of a year or more's growth.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will score in the effective category if between 55-84% of students school-wide meet the target of a year or more's growth.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will score in the developing category if between 40-54% of students school-wide meet the target of a year or more's growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	A principal will score in the Ineffective category if 39% or lower students school-wide meet the target of a year or more's

grade/subject.	growth.

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

(No response)

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

assets/survey-uploads/12190/600014-qBFVOWF7fC/PrincipalLocal_NHPGCPv2.pdf

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

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

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and

subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls.

8.4) Principals with More Than One Locally Selected Measure

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

Not Applicable

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, January 15, 2014

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

1. The Kim Marshall's Principal Evaluation rubric will be utilized.
2. This rubric will be used to measure principal effectiveness and the awarding of 0-60 in
the other measures of principal effectiveness points.
3. For Principals, if a score for any domain has a decimal equal or less than .4 it will be rounded down. When a score has a decimal equal or greater than .5, the score will be rounded up. If a score is rounded up and causes the rating to move between scoring bands, the score will be automatically rounded down to the nearest whole number.
4. The rubric evaluation summary page will be utilized to compute the overall rating of the
six domains being evaluated. The six domains evaluating the principal's job performance
are:
a. Diagnosis and planning (10 points);
b. Priority management and communication (10 points);
c. Curriculum and data (10 points);
d. Supervision, evaluation and professional development (10 points);
e. Discipline and parent involvement (10 points);
f. Management and external relations (10 points).
5. Principals will be required to present the following evidence in support of this rubric
inclusive but not limited to:
a. short and long range instructional building goals
b. short and long range personal, professional development goals
c. Faculty meeting and grade level meeting agendas
d. PTA meeting agendas
e. Weekly faculty calendar
f. School newsletters or Principal Message
g. Instructional Support Team meeting minutes and class data analysis sheets/reports
h. Central office communications
i. Curriculum committee leadership agendas and minutes, school-wide curriculum
initiatives or staff development facilitated by the administrator

j. Teacher evaluation forms, recommendations for growth, TIP plans and professional development guidance memos, etc.
k. Parental communications
l. Attendance, Tardy, Discipline referrals and Suspension logs.
m. Service projects, community outreach
n. Professional organization membership and leadership roles
o. Submits record of monitoring teacher improvement progress and feedback communications to that extent
p. Submission of an annual list of expectations for teachers and staff regarding instructional, management and building procedures and practices
q. Submission of created budgets, reports, and inventories to central office
r. Provides a list of cultural celebrations provided for staff annually
s. Provides examples of plan book feedback
t. Provides examples of communications that deal with support staff such as clerical, monitors, custodians, teacher aides

There are six domains in the Marshall Rubric with ten elements each. Each element is worth one point. Principals can receive up to 1 point in each element on the Marshall Rubric. They receive 1 point for a Highly Effective rubric score on an element, they receive .9 points for an Effective rubric score, .75 points for a Developing rubric score, and 0 points for an Ineffective rubric score for any element.

No points are assigned during the process from multiple school visits, only HEDI ratings are given; all points are assigned to the principal based on the rubric evaluation summary. The rubric evaluation summary ratings take into account the ratings on the multiple school visits during the year.

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

assets/survey-uploads/12205/600015-pMADJ4gk6R/Rubric Summary Marshall Document_1.pdf

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

Highly Effective: Overall performance and results exceed standards.	The principal’s results on the Marshall rubric will exceed standards in the areas of, Diagnosis and planning, Priority management and communication, Curriculum and data, Supervision, evaluation and professional development, Discipline and parent involvement, and Management and external relations. A principal in this category will score in the Highly Effective rating for most of the rubric elements. If the total score for all elements is between 49-60, the Principal is Highly Effective.
Effective: Overall performance and results meet standards.	The principal's results on the Marshall rubric will meet standards in the areas of, Diagnosis and planning, Priority management and communication, Curriculum and data, Supervision, evaluation and professional development, Discipline and parent involvement, and Management and external relations. A principal in this category will score in the Effective rating for most of the rubric elements. If the total score for all elements is between 13 – 48, the Principal is Effective
Developing: Overall performance and results need improvement in order to meet standards.	The principal's results on the Marshall rubric will indicate that improvement is needed in some of the areas of, Diagnosis and planning, Priority management and communication, Curriculum and data,

	Supervision, evaluation and professional development, Discipline and parent involvement, and Management and external relations. A principal in this category will score in the Improvement Necessary rating for most of the rubric elements. If the total score for all elements is between 7-12, the Principal is Developing.
Ineffective: Overall performance and results do not meet standards.	The principal's results on the Marshall rubric will indicate that the principals is not meeting standards in the areas of, Diagnosis and planning, Priority management and communication, Curriculum and data, Supervision, evaluation and professional development, Discipline and parent involvement, and Management and external relations. A principal in this category will score in the Does not meet Standards rating for most of the rubric elements. If the total score for all elements is between 0-6, the Principal is Ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	49-60
Effective	13-48
Developing	7-12
Ineffective	0-6

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Monday, September 09, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	49-60
Effective	13-48
Developing	7-12
Ineffective	0-6

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Tuesday, November 26, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/600017-Df0w3Xx5v6/PIP_Form_NHPGCP.pdf

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:

Appeals Procedure
The following shall, constitute the entire APPR appeals process for employees holding the title of "principal" as defined by Education Law 3012-c and related regulations. No other members of the Association of Administrators and Supervisors of New Hyde Park-Garden City Park Union Free School District (the "Union") shall be covered by the appeals procedure.
The appeals procedure for principals referred to in Education Law Section 3012-c will be as follows:
1. Appeals shall be limited to tenured principals.
2. Appeals shall be limited to those evaluations which have resulted in a rating of "ineffective" or "developing."
3. Within 10 calendar days of the receipt of the annual evaluation providing a rating as set in subparagraph (2) above, a principal may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and articulate in detail the basis of the appeal.
4. Appeals shall be limited to:
a. The substance of the annual professional performance review;
b. The school district's adherence to the standards and methodologies required for this type of review pursuant to Section 3012-c of the Education Law;
c. The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures;
d. The school district's issuance and/or implementation of the terms of the improvement plan.
5. Any issue(s)/concern(s) not raised in the written appeal shall be deemed waived.
6. The Superintendent of Schools or designee shall render a written determination with respect to the appeal within 10 calendar days of receipt of the appeal.
a. A meeting may be held within 3 days of the Superintendent's written determination with the principal in the event that the principal needs further clarification.
7. The determination of the Superintendent of Schools or designee shall not be grievable, arbitrable or reviewable in any other forum.
8. The grievance and arbitration provisions of the collective bargaining agreement between the District and the union is hereby amended to exclude all other APPR related matters for employees covered by this APPR Appeals Procedure from the definition of a grievance.
9. In the event that Robert Katulak is no longer the Superintendent of Schools, the parties agree to meet and negotiate over to whom the appeals shall be presented. During the pendency of these negotiations, the appeal shall, at the employee's option, be presented to the Superintendent or the District's Assistant Superintendent for Business, regardless of the individual serving in that capacity. Regardless of negotiations, the appeal will be concluded in a timely and expeditious manner in accordance with Education Law 3012-c.
10. The same timeframes and process will apply to PIP (Principal Improvement Plan) appeals.

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

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

TRAINING OF LEAD EVALUATORS & EVALUATORS
A. All New Hyde Park-Garden City Park evaluators will be trained as lead evaluators. For principals, an evaluator will be the Superintendent of Schools or a trained independent evaluator.
B. Nassau BOCES and a representative/consultant from McKay Consultation Services and L.E.A.F. (NYSCOSS) will provide training of each evaluator in compliance with all state regulations.
C. Administrators will complete a minimum of five days of certified training from BOCES and five days of training by McKay Consultation Services. The Superintendent of Schools, as the District's Lead Evaluator, will complete a minimum of 10 days of training from BOCES and McKay Consultation Services in addition to an additional five days of specific training designed by BOCES and NYCOSS L.E.A.F.
D. The District's process for certifying lead evaluators will be that the Superintendent of

Schools, upon receipt of proof of successful training of lead evaluators, will certify individual evaluators as lead evaluators. The certification as lead evaluator will be provided pending the successful competition of any additional necessary training.
The Board of Education will certify the Superintendent of Schools as a lead evaluator upon the presentation of evidence of the successful completion of the training requirements recommended by New York State Department of Education.
E. District process for ensuring that lead evaluators maintain inter-rater reliability over time: Inter-rater reliability of lead evaluators will be conducted by the Superintendent or the Director of Curriculum, Instruction and Technology and may at times involve outside consultants on an annual basis.
F. The District's process for periodically recertifying all lead evaluators will be done through BOCES whenever required.
G. The annual training/retraining will consist of workhops on the nine required elements stated in Regents Rules Section 30-2.9b.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of

the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Tuesday, January 28, 2014

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/600018-3Uqgn5g9Iu/NHPGCP_January27JointSignature.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.

New Hyde Park-Garden City Park UFSD

State Growth Points (20 Points)

Grade K-2, K-2 Special Education, Reading K-3 (20 Points)

Based on Growth Target - Average of the ELA and Math class scores using the Student Growth Percentile Score (1-99) Report for STAR Assessment. A 0-20 score will be calculated for ELA and math and those two scores will be weighted proportionately based on the number of students in each measure to assign the final 0-20 HEDI rating.

61-99 41-60 21-40 1-20

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
63-99	62	61	49-60	48	47	46	45	44	43	42	41	26-40	25	24	23	22	21	3-20	2	1

Grade 3 (20 Points)

Based on Reading and Math Growth Target using STAR Fall pre-assessment and Spring 3rd Grade State assessments – percentage of students who meet their target goal. A 0-20 score will be calculated for ELA and math and those two scores will be weighted proportionately based on the number of students in each measure to assign the final 0-20 HEDI rating.

61-100% 41-60% 21-40% 0-20%

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
63-100	62	61	49-60	48	47	46	45	44	43	42	41	26-40	25	24	23	22	21	2-20	1	0

Other Subjects Growth Points – Art, Band/Chorus, Science Lab, ESL, Math Enrichment, Enrichment, 3-6 Special Education (if no SPG/VA provided) (20 points)

Based on Growth Target – Percentage of students who meet their target goal.

86-100 % 50-85% 20-49% 0-19%

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
88-100	87	86	76-85	66-75	56-65	55	54	53	52	51	50	25-49	24	23	22	21	20	2-19	1	0

Reading 4-6, Library, Physical Education, Math Support, General Music/Orchestra – (20 points) (if 25 point Value Added is approved.)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
24-25	23	22	18-21	17	16	15	14	13	12	11	10	8-9	7	6	5	4	3	2	1	0

New Hyde Park – Garden City Park UFSD Local Points

Grades 4,5,6 Local Assessment Points (15 points – if value added model is approved by SED)

Based on Reading and Math Growth Target - Average class score using the Student Growth Percentile Score (1-99) Report for STAR Assessment

61-99 41-60 21-40 1-20

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
62-99	61	46-60	45	44	43	42	41	25-40	24	23	22	21	3-20	2	1

Grades 4,5,6 Local Assessment Points (if no value added model is approved by SED)

Based on Reading and Math Growth Target - Average class score using the Student Growth Percentile Score (1-99) Report for STAR Assessment

61-99 41-60 21-40 1-20

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
63-99	62	61	49-60	48	47	46	45	44	43	42	41	26-40	25	24	23	22	21	3-20	2	1

NHP-GCP Local Points

Grades K, 1, 2, 3; ESL, Special Education Local Assessment Points (20 points)

Based on Achievement Target – Percentage of students in a class achieving grade level expectations on STAR Assessments

61-100 % 41-60% 21-40% 0-20%

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
63-100	62	61	49-60	48	47	46	45	44	43	42	41	26-40	25	24	23	22	21	2-20	1	0

Other Subjects Local Assessment Points (20 points)

Based on Achievement Target – Percentage of students achieving proficiency or better on assessment.

86-100 % 50-85% 20-49% 0-19%

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
88-100	87	86	76-85	66-75	56-65	55	54	53	52	51	50	25-49	24	23	22	21	20	2-19	1	0

Based on Growth Target for School-wide measure - Average building score using the Student Growth Percentile Score (1-99) Report for STAR Assessments

61-99 41-60 21-40 1-20

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	**13**	12	11	10	9	8	7	6	5	4	3	2	1	0
63-99	62	61	49-60	48	47	46	45	44	43	42	41	26-40	25	24	23	22	21	3-20	2	1

NHP-GCP Other Measures – Teachers Task 4 – Review Room

Domain	Component	Total Points
1: Planning and Preparation	1a: Demonstrating knowledge of content and pedagogy	3
	1b: Demonstrating knowledge of students	3
	1c: Setting instructional outcomes	3
	1d: Demonstrating knowledge of resources	3
	1e: Designing coherent instruction	3
	1f: Designing student assessments	3
Domain 1 Total		**18**
2: Classroom Environment	2a: Creating an environment of respect and rapport	2
	2b: Establishing a culture for learning	2
	2c: Managing classroom procedures	2
	2d: Managing student behavior	2
	2e: Organizing physical space	2
Domain 2 Total		**10**
3: Instruction	3a: Communicating with students	4
	3b: Using questioning and discussion techniques	4
	3c: Engaging students in learning	6
	3d: Using assessment in instruction	4
	3e: Demonstrating flexibility and responsiveness	4
Domain 3 Total		**22**
4: Professional Responsibilities	4a: Reflecting on teaching	2
	4b: Maintaining accurate records	2
	4c: Communicating with families	2
	4d: Participating in a professional community	1
	4e: Growing and developing professionally	2
	4f: Demonstrating Professionalism	1
Domain 4 Total		**10**
Rubric Total		**60**

Lead Evaluators will use the prior rubric ratings from the announced and unannounced observations to determine a final overall rating for each component in Domains 2 and 3. Artifacts demonstrating evidence for the components in Domains 1 and 4 will be provided to the Lead Evaluator by the teacher. The lead evaluator will hold a summative conference to discuss the final submission of all evidence and the final evaluation, and will then rate all components in all four domains for a rubric total of up to 60 points, based on the point allocations in the above chart.

Teachers will be assigned points on the rubric as follows:

Possible Component Points	Ineffective	Developing	Effective	Highly Effective
1	0	.5	.75	1
2	0	1	1.5	2
3	0	1	2	3
4	0	2	3	4
6	0	3	5	6

An Overall Rubric Score will be given based on the total sum of points from the rubric divided by 15. Any teacher whose total sum of points is below 15 will be awarded an Overall Rubric Score of 1. All other Overall Rubric Scores will then be given their final points total based on the chart on the proceeding page.

For example, a teacher is awarded 45 out of a possible 60 points on their total domain evidence. The score of 45 is divided by 15 to get an Overall Rubric Score of 3.0. On the conversion chart, 3.0 is awarded 57 points out of 60 for the Other Measures component of the evaluation.

Overall Rubric Score	Rating Category	Point distribution
3.6-4.0	Highly Effective	59-60
2.7-3.5	Effective	57-58
1.7-2.6	Developing	50-56
1-1.69	Ineffective	0-49

Conversion Chart:
Rubric scores are the minimum scores necessary to earn the corresponding HEDI points score.

If Rubric Score is closest to	Rubric Range	Rating	HEDI Score
	1 to 1.69		
1.00			0
1.01			1
1.03			2
1.04			3
1.06			4
1.07			5
1.08			6
1.10			7
1.11			8
1.13			9
1.14			10
1.15			11
1.17			12
1.18		Ineffective	13
1.20			14
1.21			15
1.22			16
1.24			17
1.25			18
1.27			19
1.28			20
1.29			21
1.31			22
1.32			23
1.34			24
1.35			25
1.36			26
1.38			27
1.39			28
1.41			29
1.42			30
1.43			31
1.45			32

1.46			33
1.48			34
1.49			35
1.50			36
1.52			37
1.53			38
1.55			39
1.56			40
1.57			41
1.59			42
1.60			43
1.62			44
1.63			45
1.64			46
1.66			47
1.67			48
1.69			49
	1.7 to 2.6		
1.7			50
1.85			51
2			52
2.2			53
2.3		**Developing**	54
2.45			55
2.6			56
	2.7 to 3.5		
2.7			57
3.5		**Effective**	58
	3.6 to 4.0		
3.6		**Highly Effective**	59
4			60

New Hyde Park-Garden City Park UFSD
Teacher Improvement Plan Form

Date of collaborative conference: _____

I. List area to be improved.

II. Collaboratively discuss objectives and activities for improvement.

III. Principal's plan to assist educator to improve performance (activities and timeline) and self reflection.

IV. Timeline and criteria for measurement of progress.

V. Schedule of future meetings to collaboratively discuss progress.

VI. Date outcome of plan is to be evaluated.

Teacher's Signature: _____ Date: _____

Teachers' Association Representative Signature: _____ Date _____

Administrator's Signature: _____ Date: _____

School: _____

NHP-GCP Principal Local Measures

Principal Locally Selected Measure with Value Added 15 points
% of Students achieving a year or more growth on STAR Early Literacy and STAR ELA and STAR Math

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-86	85	84-60	59	58	57	56	55	54-44	43	42	41	40	39-2	1	0

Principal Locally Selected Measure with NO Value Added 20 points
% of Students achieving a year or more growth on STAR Early Literacy and STAR ELA and STAR Math

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-87	86	85	84-63	62	61	60	59	58	57	56	55	54-45	44	43	42	41	40	39-2	1	0

Rubric Summary Marshall Document

	Diagnosis and Planning	Management and Communication	Curriculum and Data	Supervision, Eval, PD	Discipline and Parent Involvement	Management and External Relations	Other Measures Total (60)	Local Points	State Points	Composite Score	Composite Rating

Highly Effective	9 - 10
Effective	6 - 8
Developing	2 - 5
Ineffective	0 – 1

Principal/Administrator Improvement Plan Form

Date of collaborative conference: _____

I. List areas to be improved.

II. Collaboratively discuss objectives and activities for improvement.

III. Superintendent's suggestions and plan to assist principal to improve performance (activities and timeline) and self reflection.

IV. Timeline and criteria for measurement of progress.

V. Schedule of meetings during the year to collaboratively discuss progress.

VI. Evidence to support improvement.

VII. Date outcome of plan is to be evaluated.

Administrator's Signature: _____ Date: _____

Administrator's Association Representative Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

School: _____

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Robert W Katulak 1/27/14

Teachers Union President Signature: Date:

1/24/14

Administrative Union President Signature: Date:

James Swenke 1/27/14

Board of Education President Signature: Date:

Ernest Gentile 1/27/14