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

Commissioner of Education
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May 8, 2014

Revised

David S. Feller, Superintendent
North Merrick Union Free School District
1057 Merrick Avenue
North Merrick, NY 11566

Dear Superintendent Feller:

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: Dr. Thomas L. Rogers

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Thursday, February 27, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 280229020000

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

280229020000

1.2) School District Name: NORTH MERRICK UFSD

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

NORTH MERRICK 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 Friday, May 02, 2014

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STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 ELA Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 ELA Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 ELA Assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For K-2, HEDI point will be awarded to a teacher based on the percentage of students school-wide who have met the district's minimum rigor expectation for growth of proficiency (3 or better) on the assessments listed above. For grade 3, HEDI points will be awarded to a teacher based on the percentage of students on his/her class roster who have met the district's minimum rigor expectation for growth of proficiency (3 or better) on the 3rd grade State assessment."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See tables contained in section 2.11 for specific district-adopted percentages/expectations.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See tables contained in section 2.11 for specific district-adopted percentages/expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See tables contained in section 2.11 for specific district-adopted percentages/expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See tables contained in section 2.11 for specific district-adopted percentages/expectations.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-6 Math Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For K-2, HEDI point will be awarded to a teacher based on the percentage of students school-wide who have met the district's minimum rigor expectation for growth of proficiency (3 or better) on the assessments listed above. For grade 3, HEDI points will be awarded to a teacher based on the percentage of students on his/her class roster who have met the district's minimum rigor expectation for growth of proficiency (3 or better) on the 3rd grade State assessment."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See tables contained in Section 2.11 for specific district adopted/percentages expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See tables contained in Section 2.11 for specific district adopted/percentages expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See tables contained in Section 2.11 for specific district adopted/percentages expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See tables contained in Section 2.11 for specific district adopted/percentages expectations.

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	N/A, Grade 6 Teachers are Common Branch
7	Not applicable	N/A

	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.	N/A - North Merrick is a K-6 elementary district
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	N/A

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	N/A, Grade 6 Teachers are Common Branch
7	Not applicable	N/A
8	Not applicable	N/A

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.	N/A - North Merrick is a K-6 elementary district
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A

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

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	N/A

	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.	N/A - North Merrick is a K-6 elementary district
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

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.	N/A - North Merrick is a K-6 elementary district
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

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.	N/A - North Merrick is a K-6 elementary district
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	Not applicable	Not Applicable

Grade 10 ELA	Not applicable	Not Applicable
Grade 11 ELA	Not applicable	Not Applicable

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.	N/A - North Merrick is a K-6 elementary district
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	N/A
Effective (9 - 17 points) Results meet District goals for similar students.	N/A
Developing (3 - 8 points) Results are below District goals for similar students.	N/A
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	N/A

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	All other courses not named above	School/BOCES-wide/group/team results based on State	NYS Math & ELA assessments for grades 4-6

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.	The scores for these teachers will be the overall percentage of student school-wide meeting the minimum rigor expectation for growth (3 or better) set by the district for the listed assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See tables contained in Section 2.11 for specific district adopted/percentages expectations.

Effective (9 - 17 points) Results meet District goals for similar students.	See tables contained in Section 2.11 for specific district adopted/percentages expectations.
Developing (3 - 8 points) Results are below District goals for similar students.	See tables contained in Section 2.11 for specific district adopted/percentages expectations.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See tables contained in Section 2.11 for specific district adopted/percentages expectations.

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/12186/1053738-TXEtxx9bQW/Copy of Revised SLO Calculator April 29 2014.xlsx

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.

We are using a school-wide minimum growth to passing/proficiency target to set HEDI categories. We believe that all teachers contribute to the growth of our students and as such we will be utilizing state assessment data to measure growth for all staff. Therefore, there will not be a need for adjustments, controls, and other special considerations in setting targets.

2.13) Teachers with more than one growth measure

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, May 02, 2014

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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	6(ii) School wide measure computed locally	Grades 4, 5 and 6 NYS ELA assessments.
5	6(ii) School wide measure computed locally	Grades 4, 5 and 6 NYS ELA assessments
6	6(ii) School wide measure computed locally	Grades 4, 5 and 6 NYS ELA assessments
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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.	HEDI points will be allocated to a teacher based upon the percentage of students schoolwide scoring proficient or better as compared to the NYS ELA average. Our goal for effective is 16% above the State average (see HEDI tables contained in Section 3.3 for specific HEDI bands). Proficiency is defined as a 3 or higher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.3 for specific HEDI bands.

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

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	6(ii) School wide measure computed locally	Grades 4, 5 and 6 NYS Math assessments
5	6(ii) School wide measure computed locally	Grades 4, 5 and 6 NYS Math assessments
6	6(ii) School wide measure computed locally	Grades 4, 5 and 6 NYS Math assessments
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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.	HEDI points will be allocated to a teacher based upon the percentage of students schoolwide scoring proficient or better as compared to the NYS Math average. Our goal for effective is 16% above the State average (see HEDI tables contained in Section 3.3 for specific HEDI bands). Proficiency is defined as a 3 or higher.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.3 for specific HEDI bands.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.3 for specific HEDI bands.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.3 for specific HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.3 for specific HEDI bands.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1053739-rhJdBgDruP/Revised Achievement for Local of State comparison template Section 3 4.21_1.xls

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	6(ii) School-wide measure computed locally	Grades 3, 4, 5 and 6 NYS ELA assessments
1	6(ii) School-wide measure computed locally	Grades 3, 4, 5 and 6 NYS ELA assessments
2	6(ii) School-wide measure computed locally	Grades 3, 4, 5 and 6 NYS ELA assessments
3	6(ii) School-wide measure computed locally	Grades 3, 4, 5 and 6 NYS ELA assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based upon the percentage of students schoolwide scoring proficient or better as compared to the NYS ELA average. Our goal for effective is 16% above the State average (see HEDI tables contained in Section 3.13 for specific HEDI bands). Proficiency is defined as Level 3 or better.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI bands.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI bands.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI bands.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the 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	6(ii) School-wide measure computed locally	Grades 3, 4, 5 and 6 NYS Math assessments
1	6(ii) School-wide measure computed locally	Grades 3, 4, 5 and 6 NYS Math assessments
2	6(ii) School-wide measure computed locally	Grades 3, 4, 5 and 6 NYS Math assessments
3	6(ii) School-wide measure computed locally	Grades 3, 4, 5 and 6 NYS Math assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based upon the percentage of students schoolwide scoring proficient or better as compared to the NYS Math average. Our goal for effective is 16% above the State average (see HEDI tables contained in Section 3.13 for specific HEDI bands). Proficiency is defined as Level 3 or better.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI bands.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI bands.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI bands.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the 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	Not applicable; Grade 6 Teachers are Common Branch
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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

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	Not applicable; Grade 6 Teachers are Common Branch
7	Not applicable	Not applicable
8	Not applicable	Not applicable

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

3.8) High School Social Studies

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

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

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

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.	N/A

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

3.9) High School Science

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

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

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

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

3.10) High School Math

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

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

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

Geometry	Not applicable	Not applicable
Algebra 2	Not applicable	Not applicable

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

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	N/A
Grade 10 ELA	Not applicable	N/A
Grade 11 ELA	Not applicable	N/A

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

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

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All other courses	6(ii) School wide measure computed locally	NYS ELA and Math assessments, grades 3-6

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.	HEDI points will be allocated to a teacher based upon the percentage of students schoolwide scoring proficient or better as compared to the NYS ELA and Math averages. Our goal for effective is 16% above the State average (see HEDI tables contained in Section 3.13 for specific HEDI bands). Proficiency is defined as Level 3 or better.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI bands
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI bands
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI bands
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 3.13 for specific HEDI

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/12149/1053739-y92vNseFa4/Copy of Revised Achievement for Local of State comparison template Section 3 4.21.xls

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.

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

3.15) Teachers with More Than One Locally Selected Measure

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

No teacher will have more than one locally selected measure.

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	Checked

Educational and Psychological Testing.	
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, May 02, 2014

Page 1

4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric | Rubric	Marshall's Teacher Evaluation Rubric

Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

Assigning Points and Determining Ratings for HEDI for Marshall Teacher Rubric
The Marshall Plan has 6 domains, and within each domain there are 10 cells. A teacher will be given a rating for each cell in each domain based on a holistic review throughout the school year. This will range from 0 points for the cells where the teacher is deemed ineffective, 1 point for developing, 3 points for effective, and 4 points for highly effective. The highest total a teacher can receive in any given domain is 40 and the lowest is 0.

Greater than or equal to 35 and up to and including 40 = Highly Effective (HE)
Greater than or equal to 20 and less than 35 = Effective (E)
Greater than or equal to 10 and less than 20 = Developing (D)
Less than 10 = Ineffective (I)

Cell HE E D I
1. 4 3 1 0
2. 4 3 1 0

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

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

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

The 6 domains in the Marshall Plan will carry the following weights:
1) Planning and Preparation for Learning 10
2) Classroom Management 15
3) Delivery of Instruction 20
4) Monitoring and Assessment 5
5) Family & Community Outreach 5
6) Professional Responsibilities 5

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

The 6 domains will be divided by the following:
1) Planning and Preparation for Learning ÷ 6
2) Classroom Management ÷ 4
3) Delivery of Instruction ÷ 3
4) Monitoring and Assessment ÷ 12
5) Family & Community Outreach ÷ 12
6) Professional Responsibilities ÷ 12

Here's an example of how the scoring would work. The teacher's score from each domain is highlighted in red.
1) 35 ÷ 6 = 5.833
2) 30 ÷ 4 = 7.5
3) 32 ÷ 3 = 10.667
4) 33 ÷ 12 = 2.75
5) 31 ÷ 12 = 2.583
6) 29 ÷ 12 = 2.417
Total: 31.75

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

Greater than 39.17 and up to and including 40 = 60
Greater than 38.33 and up to and including 39.17 = 59
Greater than 37.50 and up to and including 38.33 = 58
Greater than 36.67 and up to and including 37.50 = 57
Greater than 35.83 and up to and including 36.67 = 56
Greater than 35.00 and up to and including 35.83 = 55
Greater than 33.5 and up to and including 35 = 54
Greater than 32 and up to and including 33.5 = 53
Greater than 30.5 and up to and including 32 = 52
Greater than 29 and up to and including 30.5 = 51
Greater than 27.5 and up to and including 29 = 50
Greater than 26 and up to and including 27.5 = 49
Greater than 24.5 and up to and including 26 = 48
Greater than 23 and up to and including 24.5 = 47
Greater than 21.5 and up to and including 23 = 46

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

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Highly Effective: Overall performance and results exceed NYS Teaching Standards. Please note: The required narrative descriptions (to the right) represent only some of the many elements within The Marshall Rubric; they are examples of the language and identifiers used to describe teachers' behaviors within each HEDI scoring band. They do not represent a comprehensive list of all the characteristics contained throughout The Marshall Rubric; they are merely representative descriptors of each level of performance. Also please note that each exemplar is followed by a notation in parenthesis. Here, we have chosen to reference the corresponding New York State Teaching Standards (NYSTS) which correlates to each rubric descriptor. Thus assuring that all seven Standards are addressed within our "Other Measures of Effectiveness" category. Last, each rubric's domain (A, B, C, etc.), as well as each of the individual rubric's elements (a, b, c, etc.) are also identified. A.a. Is expert in the subject area and up to date on authoritative research on child development and how students learn. (NYSTS #2, 3, 4) B.b. Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations. (NYSTS #1,2,3,4,5) C.e. Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. (NYSTS #1,2,3,4,5) D.c. Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies. (NYSTS #4 & 5) E.g. Deals immediately and successfully with parent concerns and makes parents feel welcome any time. (NYSTS #7) F.c. Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late. (NYSTS #6,7)
Effective: Overall performance and results meet NYS Teaching Standards.	Effective: Overall performance and results meet NYS Teaching Standards. A.a. Knows the subject matter well and has a good grasp of child development and how students learn. (NYSTS #2, 3, 4) B.b. Clearly communicates and consistently enforces high standards for student behavior. (NYSTS #1,2,3,4,5) C.e. Uses clear explanations, appropriate language, and examples to present material. (NYSTS #1,2,3,4,5) D.c. Frequently checks for understanding and gives students helpful information if they seem confused. (NYSTS #4 &5) E.g. Responds promptly to parent concerns and makes parents feel welcome in the school. (NYSTS #7) F.c. Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records. (NYSTS #6,7)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.

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

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2

Informal/Short	6
Enter Total	8

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	0
Informal/Short	6
Total	6

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?

- Not Applicable

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

- In Person

5. Composite Scoring (Teachers)

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Updated Thursday, February 27, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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Updated Friday, May 02, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/1053742-Df0w3Xx5v6/North Merrick TIP for APPR Revised.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

NORTH MERRICK APPEALS OF APPR EVALUATIONS TEACHERS
APPEALS PROCESS

Appeals of annual professional performance reviews will be limited to those that rate a teacher as Ineffective or Developing only.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

(1) the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;

(2) the adherence to the Commissioner's regulations, as applicable to such reviews;

(3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

(4) the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

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.

All appeals must be submitted in writing to the superintendent of schools no later than 15 calendar days of the date when the teacher receives his or her annual professional performance review. Copies of the formal appeal will also be forwarded to the NMFA President and the evaluator by the person making the appeal. If a teacher is challenging the issuance or implementation of a teacher improvement plan (TIP), appeals must be filed within 15 days of issuance or implementation of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

TIMEFRAME FOR DISTRICT RESPONSE

Within 15 calendar days of receipt of an appeal, the evaluator(s) who were responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal to the superintendent of schools. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response. A copy will also be forwarded to the president of the involved association.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools or the superintendent's designee.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher or and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

The decision shall be final and binding and not subject to the grievance procedure or to review in any forum, except as set forth in Education Law 3012-c. and 3020-a. A copy of the decision shall be provided to the district, to the evaluator and to the President of the NMFA. The NMFA reserves the right to file a grievance if the Superintendent's Decision is not rendered within the 30 day timeframe as specified above.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures related to the appeals process.

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.

EVALUATOR TRAINING
The North Merrick Union Free School District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Nassau BOCES Network Team personnel and/or trained district central office administrators. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012□c. Turn□key training will be provided for lead evaluators. This training will include the following Requirements for Lead Evaluators/Evaluators:

New York State Teaching Standards and ISSLC Standards;
Evidence□based observation;
Application and use of Student Growth Percentile and Value Added Growth Model data;
Application and use of the State□approved teacher or principal practice rubrics;
Application and use of any assessment tools used to evaluate teachers and principals;
Application and use of State□approved locally selected measures of student achievement;
Use of Statewide Instructional Reporting System;
Scoring methodology used to evaluate teachers and principals; and
Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.

The District will work with the Nassau BOCES Network Team to ensure that lead evaluators maintain inter□rater reliability over time and that they are re□certified on an annual basis. Training will be at least 2 days and ongoing throughout the school year.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

rating and their subcomponent ratings

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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Updated Thursday, February 27, 2014

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

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

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

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

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

K-6

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
N/A		N/A
N/A		N/A
N/A		N/A
N/A		N/A
N/A		N/A

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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not Applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not Applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not Applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not Applicable

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 adjustments, control, or other special considerations will be required.

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, May 02, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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	NY State Assessments, grades 3-6 in ELA and Math

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be allocated to a building principal based upon the percentage of students schoolwide scoring proficient or better as compared to the NYS ELA and Math averages in grades 3-6. Our goal for effective is 16% above the State average (see HEDI tables contained in Section 8.1 for specific principal HEDI bands). Proficiency is a Level 3 or better.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 8.1 for specific principal HEDI bands.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 8.1 for specific principal HEDI bands.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 8.1 for specific principal HEDI bands.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI tables contained in Section 8.1 for specific HEDI bands.

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

(No response)

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

assets/survey-uploads/12190/1053744-qBFVOWF7fC/4.29. Revised Achievement for Local of State comparison template Section 8.1 and 3.1 and 3.3.xls

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	N/A		Not Applicable

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: Each of our schools are K-6; therefore the "Local" for each principal will be 15% as indicated in 8.1 above.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable: Each of our schools are K-6; therefore the "Local" for each principal will be 15% as indicated in 8.1 above.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable: Each of our schools are K-6; therefore the "Local" for each principal will be 15% as indicated in 8.1 above.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable: Each of our schools are K-6; therefore the "Local" for each principal will be 15% as indicated in 8.1 above.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable: Each of our schools are K-6; therefore the "Local" for each principal will be 15% as indicated in 8.1 above.

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

(No response)

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

(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.

There are no adjustments, controls or other special considerations as they are not needed.

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.

N/A

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 Monday, March 31, 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.

9.1) Principal Practice Rubric | Rubric	Multidimensional Principal Performance Rubric

Second rubric (if applicable)	(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.

The Superintendent will make multiple visits to the principal's school and will collect evidence on the rubric domains throughout the year and ratings will be determined by the preponderance of the evidence. Using a holistic approach, a HEDI rating and point value shall then be determined for each domain and then added together to achieve an overall score based on the rubric. Points will be assigned according to the chart below:

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/12205/1053745-pMADJ4gk6R/March 2014 Principals Scoring Rubric for Multidimensional .xlsx

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

Highly Effective: Overall performance and results exceed standards.	Based on the District's goals and priorities, the principals' overall performance and results exceeds the level of performance expected as assessed by the LCI Multidimensional rubric.
Effective: Overall performance and results meet standards.	Based on the District's goals and priorities, the principals' overall performance and results meets the level of performance expected as assessed by the LCI Multidimensional rubric.

Developing: Overall performance and results need improvement in order to meet standards.	Based on the District's goals and priorities, the principals' overall performance needs improvement in order to meet the level of performance expected as assessed by the LCI Multidimensional rubric.
Ineffective: Overall performance and results do not meet standards.	Based on the District's goals and priorities, the principals' overall performance and results does not meet the level of performance expected as assessed by the LCI Multidimensional rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	46-58
Developing	26-45
Ineffective	0-25

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	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, February 27, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	46-58
Developing	26-45
Ineffective	0-25

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 Monday, March 31, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/208663-Df0w3Xx5v6/Principal TIP.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

North Merrick APPR For Principals

Appeals Process
Appeals of annual professional performance reviews shall be limited to those reviews in which a principal received a rating of "ineffective" or "developing" only. All such appeals shall be submitted to the Superintendent in writing within 15 work days of the principal's receipt of the composite score. A copy of the appeal will also be submitted to the President of the Supervisory Unit and to the evaluator if the evaluation was written by the Superintendent's designee.

Appeals of the issuance of a principal improvement plan shall be submitted within 15 work days of the issuance of the plan. Appeals of the implementation of a principal improvement plan shall be submitted within 15 work days of the date when each specified portion of the principal improvement plan was to be implemented. The principal who is appealing shall also send a copy of the appeal to the supervisor who issued the performance review or principal and to President of the Supervisory Unit. Failure to submit the appeal with the 15 work days shall constitute a waiver of the right to appeal and the appeal shall be deemed abandoned. Only one such appeal each school year may be requested by the principal relating to their annual professional performance review rating or the issuance of a principal improvement plan. Only one such appeal each school year may be requested by the principal relating to the implementation of each specified portion of a principal improvement plan. Any ground not asserted in the appeal shall be deemed waived.

Appeals under Education Law §3012-c are limited to the following subjects:
(1) Adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
(2) Adherence to the Commissioner's regulations, as applicable to annual professional performance reviews
(3) Compliance with the District's Annual Professional Performance Review Plan and
(4) The issuance and/or implementation of a principal improvement plan under Education Law §3012-c.
The principal must submit a written description of the specific areas of disagreement over the performance review or the issuance and/or implementation of the terms of any improvement plan along with any additional documents or materials relevant to the appeal. Information not submitted with the appeal shall not be considered.

The Superintendent shall issue his/her decision, in writing, within 30 calendar days from the date the appeal was commenced. The decision shall be final and binding, and not subject to the grievance procedure or to review in any forum, except as set forth in Education Law §3012-c. A copy of the decision shall be provided to the principal and to the district employee responsible for issuing the annual professional performance review or issuing and/or implementing the principal improvement plan, if not the Superintendent.

In the event that a principal has received a second consecutive rating of developing or ineffective, an additional step to the above process will be added: once an appeal is received by the superintendent, a meeting will be held between the principal, the president of the supervisory unit, and the deputy superintendent. After consideration of all relevant facts, a recommendation will be made to the superintendent. The superintendent will consider the recommendation and make a final decision that will be binding and not subject to further review or appeal. The appeal of a 2nd consecutive rating of developing or ineffective will adhere to the timely and expeditious requirements of Education Law 3012-C.

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.

North Merrick Public Schools – APPR for Principals

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

During the 11- 12 and 12-13 school years, the school district's administration team including lead evaluators participated in a significant number of Nassau BOCES sponsored workshops that focused on the observation process through the use of evidenced based documentation tied to all required domains contained within our Principal Evaluation Rubric. Lead evaluators were then certified by the district's Board of Education, effective the 12-13 school year and thereafter.

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR.

Evaluator training will be conducted by certified Nassau BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations

that were enacted to implement Education Law §3012-c. Evaluators will attend this BOCES training throughout the year at a duration as offered by Nassau BOCES. Turn-key training will be provided for lead evaluators of a similar duration. This training will include the following Requirements for Lead Evaluators/Evaluators:

• New York State Teaching Standards and ISSLC Standards;
• Evidence-based observation;
• Application and use of Student Growth Percentile and Value Added Growth Model data;
• Application and use of the State-approved teacher or principal practice rubrics;
• Application and use of any assessment tools used to evaluate teachers and principals;
• Application and use of State-approved locally selected measures of student achievement;
• Use of Statewide Instructional Reporting System;
• Scoring methodology used to evaluate teachers and principals; and
• Specific considerations in evaluating teachers and principals of English language learners ("ELLS") and students with disabilities.

The District will work with the Nassau BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis. Training will be a minimum of two days.

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 Wednesday, May 07, 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/12158/1053748-3Uqgn5g9Iu/Final Signature form 5.7.14.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

North Merrick UFSD

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

For K-3 Teachers as per Sections 2.2 and 2.3 and
For "All Other Subjects" as per Section 2.10

Rating	HEDI Points	SLO Target or % Mastery Achieved	HEDI scores and Mastery Range
Ineffective	0	0%	0% to 6%
	1	7%	7% to 13%
	2	14%	14% to 19%
Developing	3	20%	20% to 23%
	4	24%	24% to 27%
	5	28%	28% to 31%
	6	32%	32% to 35%
	7	36%	36% to 39%
	8	40%	40% to 45%
Effective	9	46%	46% to 47%
	10	48%	48% to 49%
	11	50%	50% to 51%
	12	52%	52% to 54%
	13	54%	54% tp 56%
	14	57%	57% to 60%
	15	61%	61% to 65%
	16	66%	66% to 72%
	17	73%	73% to 79%
Highly Effective	18	80%	80% to 86%
	19	87%	87% to 93%
	20	94%	94% to 100%

Note: All percentages equate to the percentage of students who attain a core of Level 3 or higher on the NY State Assessments.

Local 20% Measure (When Compared to State Achievement) - For Teachers and Principals

Enter (in cell G2) Percent above State Achievement Required to Earn HEDI 15 **16%**

Enter (in cell G3) State Achievement Level **60%** Example Percentage of State Achievement Passing Score

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

SCHOOL WIDE MEASURE COMPUTED LOCALLY

	HEDI Points	Achievement Target Negotiated	Range of scores for each HEDI point total	Actual State Achievement from cell G3	Actual Teacher Target to Earn HEDI Points
Ineffective	0	-16.00%	-16.00% to -14.01%	60%	44.00% to 45.99%
	1	-14.00%	-14.00% to -12.01%	60%	46.00% to 47.99%
	2	-12.00%	-12.00% to -10.01%	60%	48.00% to 49.99%
Developing	3	-10.00%	-10.00% to -8.01%	60%	50.00% to 51.99%
	4	-8.00%	-8.00% to -6.01%	60%	52.00% to 53.99%
	5	-6.00%	-6.00% to -4.01%	60%	54.00% to 55.99%
	6	-4.00%	-4.00% to -2.01%	60%	56.00% to 57.99%
	7	-2.00%	-2.00% to -0.01%	60%	58.00% to 59.99%
	8	0.00%	0.00% to 2.28%	60%	60.00% to 62.28%
Effective	9	2.29%	2.29% to 4.56%	60%	62.29% to 64.56%
	10	4.57%	4.57% to 6.85%	60%	64.57% to 66.85%
	11	6.86%	6.86% to 9.13%	60%	66.86% to 69.13%
	12	9.14%	9.14% to 11.42%	60%	69.14% to 71.42%
	13	11.43%	11.43% to 13.70%	60%	71.43% to 73.70%
	14	13.71%	13.71% to 15.99%	60%	73.71% to 75.99%
	15	**16.00%**	16.00% to 17.59%	60%	76.00% to 77.59%
	16	17.60%	17.60% to 19.35%	60%	77.60% to 79.35%
	17	19.36%	19.36% to 21.29%	60%	79.36% to 81.29%
Highly Effective	18	21.30%	21.30% to 23.42%	60%	81.30% to 83.42%
	19	23.43%	23.43% to 25.76%	60%	83.43% to 85.76%
	20	25.77%	25.77% to above	60%	85.77% above

HEDI scoring ranges are anchored at HEDI 15 for reaching the required percent above State achievement.

Each HEDI point achieved above HEDI 15 represents a multiplier of 1.1. Each HEDI point below, in the "Effective" range, represents 1/7 of the distance to an achievement of zero which is equivalent to 8 HEDI points (the highest score in the "Developing" range).

Each HEDI point in the "Ineffective" and "Developing" bands below HEDI 8 represents 1/8 of the distance between zero (HEDI 8) and the negative value set for HEDI 15.

Local 15% Measure (When Compared to State Achievement) - For Teachers and Principals

Enter (in cell G2) Percent above State Achievement Required to Earn HEDI 12 **16%**

Enter (in cell G3) State Achievement Level **60%** Example Percentage of State Achievement Passing Score

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

SCHOOL WIDE MEASURE COMPUTED LOCALLY

	HEDI Points	Achievement Target Negotiated	Range of scores for each HEDI point total	Actual State Achievement from cell G3	Actual Teacher Target to Earn HEDI Points
Ineffective	0	-16.00%	-16.00% to -13.72%	60%	44.00% to 46.28%
	1	-13.71%	-13.71% to -11.44%	60%	46.29% to 48.56%
	2	-11.43%	-11.43% to -9.15%	60%	48.57% to 50.85%
Developing	3	-9.14%	-9.14% to -6.87%	60%	50.86% to 53.13%
	4	-6.86%	-6.86% to -4.58%	60%	53.14% to 55.42%
	5	-4.57%	-4.57% to -2.30%	60%	55.43% to 57.70%
	6	-2.29%	-2.29% to -0.01%	60%	57.71% to 59.99%
	7	0.00%	0.00% to 3.19%	60%	60.00% to 63.19%
Effective	8	3.20%	3.20% to 6.39%	60%	63.20% to 66.39%
	9	6.40%	6.40% to 9.59%	60%	66.40% to 69.59%
	10	9.60%	9.60% to 12.79%	60%	69.60% to 72.79%
	11	12.80%	12.80% to 15.99%	60%	72.80% to 75.99%
	12	**16.00%**	16.00% to 17.59%	60%	76.00% to 77.59%
	13	17.60%	17.60% to 19.35%	60%	77.60% to 79.35%
Highly	14	19.36%	19.36% to 21.29%	60%	79.36% to 81.29%
	15	**21.30%**	21.30% to above	60%	81.30% to above

HEDI scoring ranges are anchored at HEDI 12 for reaching the required percent above State achievement.

Each HEDI point achieved above HEDI 12 represents a multiplier of 1.1. Each HEDI point below, in the "Effective" range, represents 1/5 of the distance to an achievement of zero which is equivalent to 7 HEDI points (the highest score in the "Developing" range).

Each HEDI point in the "Ineffective" and "Developing" bands below HEDI 7 represents 1/7 of the distance between zero (HEDI 7) and the negative value set for HEDI 12.

Local 20% Measure (When Compared to State Achievement) - For Teachers and Principals

Enter (in cell G2) Percent above State Achievement Required to Earn HEDI 15 **16%**

Enter (in cell G3) State Achievement Level **60%** Example Percentage of State Achievement Passing Score

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

SCHOOL WIDE MEASURE COMPUTED LOCALLY

	HEDI Points	Achievement Target Negotiated	Range of scores for each HEDI point total	Actual State Achievement from cell G3	Actual Teacher Target to Earn HEDI Points
Ineffective	0	-16.00%	-16.00% to -14.01%	60%	44.00% to 45.99%
	1	-14.00%	-14.00% to -12.01%	60%	46.00% to 47.99%
	2	-12.00%	-12.00% to -10.01%	60%	48.00% to 49.99%
Developing	3	-10.00%	-10.00% to -8.01%	60%	50.00% to 51.99%
	4	-8.00%	-8.00% to -6.01%	60%	52.00% to 53.99%
	5	-6.00%	-6.00% to -4.01%	60%	54.00% to 55.99%
	6	-4.00%	-4.00% to -2.01%	60%	56.00% to 57.99%
	7	-2.00%	-2.00% to -0.01%	60%	58.00% to 59.99%
	8	0.00%	0.00% to 2.28%	60%	60.00% to 62.28%
Effective	9	2.29%	2.29% to 4.56%	60%	62.29% to 64.56%
	10	4.57%	4.57% to 6.85%	60%	64.57% to 66.85%
	11	6.86%	6.86% to 9.13%	60%	66.86% to 69.13%
	12	9.14%	9.14% to 11.42%	60%	69.14% to 71.42%
	13	11.43%	11.43% to 13.70%	60%	71.43% to 73.70%
	14	13.71%	13.71% to 15.99%	60%	73.71% to 75.99%
	15	**16.00%**	16.00% to 17.59%	60%	76.00% to 77.59%
	16	17.60%	17.60% to 19.35%	60%	77.60% to 79.35%
	17	19.36%	19.36% to 21.29%	60%	79.36% to 81.29%
Highly Effective	18	21.30%	21.30% to 23.42%	60%	81.30% to 83.42%
	19	23.43%	23.43% to 25.76%	60%	83.43% to 85.76%
	20	25.77%	25.77% to above	60%	85.77% above

HEDI scoring ranges are anchored at HEDI 15 for reaching the required percent above State achievement.

Each HEDI point achieved above HEDI 15 represents a multiplier of 1.1. Each HEDI point below, in the "Effective" range, represents 1/7 of the distance to an achievement of zero which is equivalent to 8 HEDI points (the highest score in the "Developing" range).

Each HEDI point in the "Ineffective" and "Developing" bands below HEDI 8 represents 1/8 of the distance between zero (HEDI 8) and the negative value set for HEDI 15.

Local 15% Measure (When Compared to State Achievement) - For Teachers and Principals

Enter (in cell G2) Percent above State Achievement Required to Earn HEDI 12 **16%**

Enter (in cell G3) State Achievement Level **60%** Example Percentage of State Achievement Passing Score

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

SCHOOL WIDE MEASURE COMPUTED LOCALLY

	HEDI Points	Achievement Target Negotiated	Range of scores for each HEDI point total	Actual State Achievement from cell G3	Actual Teacher Target to Earn HEDI Points
Ineffective	0	-16.00%	-16.00% to -13.72%	60%	44.00% to 46.28%
	1	-13.71%	-13.71% to -11.44%	60%	46.29% to 48.56%
	2	-11.43%	-11.43% to -9.15%	60%	48.57% to 50.85%
Developing	3	-9.14%	-9.14% to -6.87%	60%	50.86% to 53.13%
	4	-6.86%	-6.86% to -4.58%	60%	53.14% to 55.42%
	5	-4.57%	-4.57% to -2.30%	60%	55.43% to 57.70%
	6	-2.29%	-2.29% to -0.01%	60%	57.71% to 59.99%
	7	0.00%	0.00% to 3.19%	60%	60.00% to 63.19%
Effective	8	3.20%	3.20% to 6.39%	60%	63.20% to 66.39%
	9	6.40%	6.40% to 9.59%	60%	66.40% to 69.59%
	10	9.60%	9.60% to 12.79%	60%	69.60% to 72.79%
	11	12.80%	12.80% to 15.99%	60%	72.80% to 75.99%
	12	**16.00%**	16.00% to 17.59%	60%	76.00% to 77.59%
	13	17.60%	17.60% to 19.35%	60%	77.60% to 79.35%
Highly	14	19.36%	19.36% to 21.29%	60%	79.36% to 81.29%
	15	**21.30%**	21.30% to above	60%	81.30% to above

HEDI scoring ranges are anchored at HEDI 12 for reaching the required percent above State achievement.

Each HEDI point achieved above HEDI 12 represents a multiplier of 1.1. Each HEDI point below, in the "Effective" range, represents 1/5 of the distance to an achievement of zero which is equivalent to 7 HEDI points (the highest score in the "Developing" range).

Each HEDI point in the "Ineffective" and "Developing" bands below HEDI 7 represents 1/7 of the distance between zero (HEDI 7) and the negative value set for HEDI 12.

North Merrick UFSD
TEACHER IMPROVEMENT PLAN (TIP)

Upon rating a teacher or principal as Developing or Ineffective through an annual professional performance review, the school will formulate and commence implementation of a teacher or principal improvement plan (TIP and PIP), respectively) for that teacher or principal. The purpose of a TIP is to assist teachers to work to their fullest potential. The TIP provides assistance and feedback to the teacher and establishes a timeline for assessing its overall effectiveness.

The Teacher Improvement Plan (TIP) shall be developed by the supervisor in charge in consultation with the teacher who was evaluated as developing or ineffective in his/her most recent Annual Professional Performance Review and a representative of the North Merrick Faculty Association. The supervisor will review the final plan at a conference with the involved teacher and representative of the North Merrick Faculty Association. A copy of the plan will also be forwarded to the involved teacher, the North Merrick Faculty Association, and the Superintendent of Schools.

Implementation must begin no later than 10 school days from the opening of classes in the school year following the school year for which such teacher or principal's performance is being measured.
.
The improvement plan will define specific standards-based goals that a teacher or principal must make progress toward attaining within a specific period of time, such as a 12-month period, and shall include the identification of areas that need improvement, a timeline for achieving improvement, the manner in which improvement will be assessed, and, where appropriate, differentiated activities to support improvement in these areas.

The plan will clearly describe the professional learning activities that the educator must complete. These activities will be connected directly to the areas needing improvement. Any artifacts that the teacher or principal must produce that can serve as benchmarks of improvement and as evidence for the final stage of the improvement plan will be described, and may include items such as lesson plans and supporting materials, including student work.

Teachers who are under a TIP will be observed as all other teachers. In addition, teachers who are under a TIP will receive at least one formal observation as well as additional mini-observations during the course of the year as per the TIP. The Supervisor will provide the teacher under a TIP along with his/her North Merrick Faculty Association representative, scheduled feedback regarding progress with the goals of the TIP. An addendum will be added to the end-of-year annual professional performance review indicating if the TIP goals have been met. If so, the TIP will terminate and such notation will be included in the teacher's personnel file. The district will acknowledge this in writing to the teacher with a copy to the North Merrick Faculty Association.

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

North Merrick Union Free School District
Teacher Improvement Plan

Teacher Name: _____

Supervisor's Name: _____

School: _____

Date: _____

School Year: _____

Areas in Need of Improvement:

_____
_____
_____
_____
_____
_____

Improvement Goal(s)/Outcome(s):

_____
_____
_____
_____
_____
_____

Method(s) for Assessing Improvement:

_____
_____
_____
_____
_____
_____

Timeline for Achieving Improvement:

_____
_____
_____
_____
_____

Differentiation Activities and Resources to Support Improvement:

_____
_____
_____
_____
_____
_____

Frequency and Duration of Follow-Up Supervisor/Teacher Meetings:

_____
_____
_____
_____
_____

Dates of Formal Progress Monitoring Meetings to Provide Interim Assessment on Progress in Meeting TIP Goals Between Supervisor, Teacher, and NMFA Representative

_____
_____
_____
_____
_____

Required Signatures

_____	_____
Supervisor	Date Plan Given to Teacher
_____	_____
Teacher	Date Received by Teacher

Required Copies:

North Merrick Faculty Association President
Superintendent of Schools

EVALUATOR TRAINING

The District will ensure that all lead evaluators/evaluators are properly trained and certified to complete an individual's APPR. Evaluator training will be conducted by certified Nassau BOCES Network Team personnel. Evaluator training will occur regionally and will replicate the recommended State Education Department ("SED") model certification process incorporating the Regulations that were enacted to implement Education Law §3012-c. Turn-key training will be provided for lead evaluators. This training will include the following Requirements for Lead Evaluators/Evaluators:

New York State Teaching Standards and ISSLC Standards;

Evidence-based observation;

Application and use of Student Growth Percentile and Value Added Growth Model data;

Application and use of the State-approved teacher or principal practice rubrics;

Application and use of any assessment tools used to evaluate teachers and principals;

Application and use of State-approved locally selected measures of student achievement;

Use of Statewide Instructional Reporting System;

Scoring methodology used to evaluate teachers and principals; and

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

The District will work with the Nassau BOCES Network Team to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis.

Local 20% Measure (When Compared to State Achievement) - For Teachers and Principals

Enter (in cell G2) Percent above State Achievement Required to Earn HEDI 15 **16%**

Enter (in cell G3) State Achievement Level **60%** Example Percentage of State Achievement Passing Score

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

SCHOOL WIDE MEASURE COMPUTED LOCALLY

	HEDI Points	Achievement Target Negotiated	Range of scores for each HEDI point total	Actual State Achievement from cell G3	Actual Target to Earn HEDI Points
Ineffective	0	-16.00%	-16.00% to -14.01%	60%	44.00% to 45.99%
	1	-14.00%	-14.00% to -12.01%	60%	46.00% to 47.99%
	2	-12.00%	-12.00% to -10.01%	60%	48.00% to 49.99%
Developing	3	-10.00%	-10.00% to -8.01%	60%	50.00% to 51.99%
	4	-8.00%	-8.00% to -6.01%	60%	52.00% to 53.99%
	5	-6.00%	-6.00% to -4.01%	60%	54.00% to 55.99%
	6	-4.00%	-4.00% to -2.01%	60%	56.00% to 57.99%
	7	-2.00%	-2.00% to -0.01%	60%	58.00% to 59.99%
	8	0.00%	0.00% to 2.28%	60%	60.00% to 62.28%
Effective	9	2.29%	2.29% to 4.56%	60%	62.29% to 64.56%
	10	4.57%	4.57% to 6.85%	60%	64.57% to 66.85%
	11	6.86%	6.86% to 9.13%	60%	66.86% to 69.13%
	12	9.14%	9.14% to 11.42%	60%	69.14% to 71.42%
	13	11.43%	11.43% to 13.70%	60%	71.43% to 73.70%
	14	13.71%	13.71% to 15.99%	60%	73.71% to 75.99%
	15	**16.00%**	16.00% to 17.59%	60%	76.00% to 77.59%
	16	17.60%	17.60% to 19.35%	60%	77.60% to 79.35%
	17	19.36%	19.36% to 21.29%	60%	79.36% to 81.29%
Highly Effective	18	21.30%	21.30% to 23.42%	60%	81.30% to 83.42%
	19	23.43%	23.43% to 25.76%	60%	83.43% to 85.76%
	20	25.77%	25.77% to above	60%	85.77% above

HEDI scoring ranges are anchored at HEDI 15 for reaching the required percent above State achievement.

Each HEDI point achieved above HEDI 15 represents a multiplier of 1.1. Each HEDI point below, in the "Effective" range, represents 1/7 of the distance to an achievement of zero which is equivalent to 8 HEDI points (the highest score in the "Developing" range).

Each HEDI point in the "Ineffective" and "Developing" bands below HEDI 8 represents 1/8 of the distance between zero (HEDI 8) and the negative value set for HEDI 15.

Local 15% Measure (When Compared to State Achievement) - For Teachers and Principals

Enter (in cell G2) Percent above State Achievement Required to Earn HEDI 12 **16%**

Enter (in cell G3) State Achievement Level **60%** Example Percentage of State Achievement Passing Score

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

SCHOOL WIDE MEASURE COMPUTED LOCALLY

	HEDI Points	Achievement Target Negotiated	Range of scores for each HEDI point total	Actual State Achievement from cell G3	Actual Target to Earn HEDI Points
Ineffective	0	-16.00%	-16.00% to -13.72%	60%	44.00% to 46.28%
	1	-13.71%	-13.71% to -11.44%	60%	46.29% to 48.56%
	2	-11.43%	-11.43% to -9.15%	60%	48.57% to 50.85%
Developing	3	-9.14%	-9.14% to -6.87%	60%	50.86% to 53.13%
	4	-6.86%	-6.86% to -4.58%	60%	53.14% to 55.42%
	5	-4.57%	-4.57% to -2.30%	60%	55.43% to 57.70%
	6	-2.29%	-2.29% to -0.01%	60%	57.71% to 59.99%
	7	0.00%	0.00% to 3.19%	60%	60.00% to 63.19%
Effective	8	3.20%	3.20% to 6.39%	60%	63.20% to 66.39%
	9	6.40%	6.40% to 9.59%	60%	66.40% to 69.59%
	10	9.60%	9.60% to 12.79%	60%	69.60% to 72.79%
	11	12.80%	12.80% to 15.99%	60%	72.80% to 75.99%
	12	**16.00%**	16.00% to 17.59%	60%	76.00% to 77.59%
	13	17.60%	17.60% to 19.35%	60%	77.60% to 79.35%
Highly	14	19.36%	19.36% to 21.29%	60%	79.36% to 81.29%
	15	**21.30%**	21.30% to above	60%	81.30% to above

HEDI scoring ranges are anchored at HEDI 12 for reaching the required percent above State achievement.

Each HEDI point achieved above HEDI 12 represents a multiplier of 1.1. Each HEDI point below, in the "Effective" range, represents 1/5 of the distance to an achievement of zero which is equivalent to 7 HEDI points (the highest score in the "Developing" range).

Each HEDI point in the "Ineffective" and "Developing" bands below HEDI 7 represents 1/7 of the distance between zero (HEDI 7) and the negative value set for HEDI 12.

North Merrick School District

Principal's Leadership and Management Assessment Summary
LCI Multideimensional Rubric (60 Points)

Using the rubric, the superintendent and/or deputy superintendent will circle the descriptor for each item that best matches the North Merrick member's performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and overall on the rubric. Based on the overall rating on the rubric, points will be assigned according to the ranges below.

Name of NM Principal: _____ School Year: _____

Domain	Pts	Ineffective	Developing	Effective	Highly Effective
Shared Vision of Learning	9	0, 1, 2, 3	4, 5, 6	7, 8	9
School Culture and Instructional Program	11	0, 1, 2, 3	4, 5, 6, 7	8, 9	10, 11
Safe, Efficient, Effective Learning Environment	9	0, 1, 2, 3	4, 5, 6	7, 8	9
Community	9	0, 1, 2, 3	4, 5, 6	7, 8	9
Integrity, Fairness, Ethics	9	0, 1, 2, 3	4, 5, 6	7, 8	9
Political, Social, Economic, Legal, and Cultural Context	9	0, 1, 2, 3	4, 5, 6	7, 8	9
Goal Setting and Alignment	4	0, 1	2	3	4

Overall Rating (Circle One)	Ineffective	Developing	Effective	Highly Effective

Performance Level	Point Ranges
Highly Effective	59, 60
Effective	46 - 58
Developing	26 - 45
Ineffective	0 - 25

Pts on Rubric	HEDI Points	Rating
0	0	Ineffective
1	1	Ineffective
2	2	Ineffective
3	3	Ineffective
4	4	Ineffective
5	5	Ineffective
6	6	Ineffective
7	7	Ineffective
8	8	Ineffective
9	9	Ineffective

10	10	Ineffective
11	11	Ineffective
12	12	Ineffective
13	13	Ineffective
14	14	Ineffective
15	15	Ineffective
16	16	Ineffective
17	17	Ineffective
18	18	Ineffective
19	19	Ineffective
20	20	Ineffective
21	21	Ineffective
22	22	Ineffective
23	23	Ineffective
24	24	Ineffective
25	25	Ineffective
26	26	Developing
27	27	Developing
28	28	Developing
29	29	Developing
30	30	Developing
31	31	Developing
32	32	Developing
33	33	Developing
34	34	Developing
35	35	Developing
36	36	Developing
37	37	Developing
38	38	Developing
39	39	Developing
40	40	Developing
41	41	Developing
42	42	Developing
43	43	Developing
44	44	Developing
45	45	Developing
46	46	Effective
47	47	Effective
48	48	Effective
49	49	Effective
50	50	Effective
51	51	Effective
52	52	Effective
53	53	Effective
54	54	Effective
55	55	Effective
56	56	Effective

57	57	Effective
58	58	Effective
59	59	Highly Effective
60	60	Highly Effective

North Merrick Public Schools

Principal Improvement Plan

Name of Principal: _____

School Building: _____

School Year: _____

Supervisor: _____

Areas in Need of Improvement:

Improvement Goal(s)/Outcome:

Method(s) for Assessing Improvement:

Timeline for Achieving Improvement:

Differentiated Activities to Support Improvement:

Dates of Meetings between Superintendent and Principal:

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:

David A Stella 5/7/2014

Teachers Union President Signature: Date:

Lisa A Conradi 5/7/2014

Administrative Union President Signature: Date:

Howard Merino 5/7/14

Board of Education President Signature: Date:

[illegible] 5/7/14