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

Commissioner of Education
President of the University of the State of New York
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August 8, 2014

Revised-Expedited Assessment Material Change

Edward R. Fuhrman, Jr., Superintendent
Croton-Harmon Union Free School District
10 Gerstein St.
Croton-on-Hudson, NY 10520

Dear Superintendent Fuhrman:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission 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. James T. Langlois

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on January 15, 2014, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

Name of school district or BOCES: Croton-Harmon Union Free School District

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

☒ Kindergarten ELA Assessment ☒ Kindergarten ELA HEDI Process ☒ Kindergarten ELA Assignment of Points	☒ Grade 1 ELA Assessment ☒ Grade 1 ELA HEDI Process ☒ Grade 1 ELA Assignment of Points
☒ Grade 2 ELA Assessment ☒ Grade 2 ELA HEDI Process ☒ Grade 2 ELA Assignment of Points	☐ Grade 3 ELA HEDI Process ☐ Grade 3 ELA Assignment of Points

2.3) Grades K-3 Math

☒ Kindergarten Math Assessment ☒ Kindergarten Math HEDI Process ☒ Kindergarten Math Assignment of Points	☒ Grade 1 Math Assessment ☒ Grade 1 Math HEDI Process ☒ Grade 1 Math Assignment of Points
☒ Grade 2 Math Assessment ☒ Grade 2 Math HEDI Process ☒ Grade 2 Math Assignment of Points	☐ Grade 3 Math HEDI Process ☐ Grade 3 Math Assignment of Points

2.4) Grades 6-8 Science

☐ Grade 6 Science Assessment ☐ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	☐ Grade 7 Science Assessment ☐ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
☐ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

☐ Grade 6 Social Studies Assessment ☐ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	☐ Grade 7 Social Studies Assessment ☐ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
☐ Grade 8 Social Studies Assessment ☐ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

☐ Global 1 Assessment ☐ Global 1 HEDI Process ☐ Global 1 Assignment of Points	☐ Global 2 HEDI Process ☐ Global 2 Assignment of Points
☐ American History HEDI Process ☐ American History Assignment of Points	

2.7) High School Science Regents Courses

☐ Living Environment HEDI Process ☐ Living Environment Assignment of Points	☐ Earth Science HEDI Process ☐ Earth Science Assignment of Points
☐ Chemistry HEDI Process ☐ Chemistry Assignment of Points	☐ Physics HEDI Process ☐ Physics Assignment of Points

2.8) High School Math Regents Courses

☐ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	☐ Geometry HEDI Process ☐ Geometry Assignment of Points
☐ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

2.9) High School English Language Arts

☐ Grade 9 ELA Assessment ☐ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	☐ Grade 10 ELA Assessment ☐ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
☐ Grade 11 ELA Assessment ☐ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

2.10) All Other Courses

☒ All other course(s) Assessment(s)
☒ All other course(s) HEDI Process
☒ All other course(s) Assignment of Points

2.11) HEDI Table(s)

☐ Listed course(s) Assessment(s)
☐ Listed course(s) HEDI Process
☐ Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

☒ Grade 4 ELA Assessment ☒ Grade 4 ELA HEDI Process ☒ Grade 4 ELA Assignment of Points	☐ Grade 5 ELA Assessment ☐ Grade 5 ELA HEDI Process ☐ Grade 5 ELA Assignment of Points
☐ Grade 6 ELA Assessment ☐ Grade 6 ELA HEDI Process ☐ Grade 6 ELA Assignment of Points	☐ Grade 7 ELA Assessment ☐ Grade 7 ELA HEDI Process ☐ Grade 7 ELA Assignment of Points
☐ Grade 8 ELA Assessment ☐ Grade 8 ELA HEDI Process ☐ Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

☒ Grade 4 Math Assessment ☒ Grade 4 Math HEDI Process ☒ Grade 4 Math Assignment of Points	☐ Grade 5 Math Assessment ☐ Grade 5 Math HEDI Process ☐ Grade 5 Math Assignment of Points
☐ Grade 6 Math Assessment ☐ Grade 6 Math HEDI Process ☐ Grade 6 Math Assignment of Points	☐ Grade 7 Math Assessment ☐ Grade 7 Math HEDI Process ☐ Grade 7 Math Assignment of Points
☐ Grade 8 Math Assessment ☐ Grade 8 Math HEDI Process ☐ Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

☐ Listed course(s) Assessment(s) ☐ Listed course(s) HEDI Process ☐ Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

☒ Kindergarten ELA Assessment ☒ Kindergarten ELA HEDI Process ☒ Kindergarten ELA Assignment of Points	☒ Grade 1 ELA Assessment ☒ Grade 1 ELA HEDI Process ☒ Grade 1 ELA Assignment of Points
☒ Grade 2 ELA Assessment ☒ Grade 2 ELA HEDI Process ☒ Grade 2 ELA Assignment of Points	☒ Grade 3 ELA Assessment ☒ Grade 3 ELA HEDI Process ☒ Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

☒ Kindergarten Math Assessment ☒ Kindergarten Math HEDI Process ☒ Kindergarten Math Assignment of Points	☒ Grade 1 Math Assessment ☒ Grade 1 Math HEDI Process ☒ Grade 1 Math Assignment of Points
☒ Grade 2 Math Assessment ☒ Grade 2 Math HEDI Process ☒ Grade 2 Math Assignment of Points	☒ Grade 3 Math Assessment ☒ Grade 3 Math HEDI Process ☒ Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

☐ Grade 6 Science Assessment ☐ Grade 6 Science HEDI Process ☐ Grade 6 Science Assignment of Points	☐ Grade 7 Science Assessment ☐ Grade 7 Science HEDI Process ☐ Grade 7 Science Assignment of Points
☐ Grade 8 Science Assessment ☐ Grade 8 Science HEDI Process ☐ Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

☐ Grade 6 Social Studies Assessment ☐ Grade 6 Social Studies HEDI Process ☐ Grade 6 Social Studies Assignment of Points	☐ Grade 7 Social Studies Assessment ☐ Grade 7 Social Studies HEDI Process ☐ Grade 7 Social Studies Assignment of Points
☐ Grade 8 Social Studies Assessment ☐ Grade 8 Social Studies HEDI Process ☐ Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

☐ Global 1 Assessment ☐ Global 1 HEDI Process ☐ Global 1 Assignment of Points	☐ Global 2 Assessment ☐ Global 2 HEDI Process ☐ Global 2 Assignment of Points
☐ American History Assessment ☐ American History HEDI Process ☐ American History Assignment of Points	

3.9) High School Science Regents Courses

☐ Living Environment Assessment ☐ Living Environment HEDI Process ☐ Living Environment Assignment of Points	☐ Earth Science Assessment ☐ Earth Science HEDI Process ☐ Earth Science Assignment of Points
☐ Chemistry Assessment ☐ Chemistry HEDI Process ☐ Chemistry Assignment of Points	☐ Physics Assessment ☐ Physics HEDI Process ☐ Physics Assignment of Points

3.10) High School Math Regents Courses

☐ Algebra 1 Assessment ☐ Algebra 1 HEDI Process ☐ Algebra 1 Assignment of Points	☐ Geometry Assessment ☐ Geometry HEDI Process ☐ Geometry Assignment of Points
☐ Algebra 2 Assessment ☐ Algebra 2 HEDI Process ☐ Algebra 2 Assignment of Points	

3.11) High School English Language Arts

☐ Grade 9 ELA Assessment ☐ Grade 9 ELA HEDI Process ☐ Grade 9 ELA Assignment of Points	☐ Grade 10 ELA Assessment ☐ Grade 10 ELA HEDI Process ☐ Grade 10 ELA Assignment of Points
☐ Grade 11 ELA Assessment ☐ Grade 11 ELA HEDI Process ☐ Grade 11 ELA Assignment of Points	

3.12) All Other Courses

☒ All other course(s) Assessment(s) ☒ All other course(s) HEDI Process ☒ All other course(s) Assignment of Points

3.13) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

- [x] Listed course(s) Assessment(s)
- [x] Listed course(s) HEDI Process
- [x] Listed course(s) Assignment of Points

7.3) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

- [x] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

8.1) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

- [x] Listed course(s) Assessment(s)
- [x] Listed course(s) HEDI Process
- [x] Listed course(s) Assignment of Points

8.2) HEDI Table(s)

- [ ] Listed course(s) Assessment(s)
- [ ] Listed course(s) HEDI Process
- [ ] Listed course(s) Assignment of Points

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 the district's or BOCES' complete APPR 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 district's or BOCES APPR plan, including any approved material changes; 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 or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date:

Edward Patterson 8/8/14

Teachers Union President Signature: Date:

Nelson H. Cantyler 8/8/14

Administrative Union President Signature: Date:

Alan J. Grosso 8/8/14

Board of Education President Signature: Date:

Giuseppina Miller 8/8/14

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor certify that for the 2014-15 school year and thereafter:

- The amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such grade.
- The amount of time devoted to test preparation under traditional standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature: Date:

Edward M Dreher	8/8/14

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Friday, December 13, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 660202030000

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

660202030000

1.2) School District Name: CROTON-HARMON UFSD

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

CROTON-HARMON UFSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Wednesday, August 06, 2014

Page 1

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

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

While most teachers of 4-8 Common Branch, ELA and Math will have State-provided measures, some may teach other courses 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: grade 8 Science, 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	New York State Grade 4 Science Assessment
1	School-or BOCES-wide, group or team results based on State assessments	New York State Grade 4 Science Assessment
2	School-or BOCES-wide, group or team results based on State assessments	New York State Grade 4 Science Assessment

	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 the State SLO, the Grade 4 New York State Science Assessment historical data as provided by the Lower Hudson Regional Information Center (LHRIC) will be used to determine a baseline level. The assessment will have an expected level of performance. Students will be expected to meet or exceed the target growth score. The number of students meeting or exceeding the target school wide will be converted to a percent. Grade 3 will be based on the Grade 3 State Assessment and the

	number of students meeting or exceeding the target will be converted to a percentage. In both cases, the percent will be converted to HEDI. Growth targets will be approved by the principal. Growth targets will be set for individual students by the teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18-20 points are assigned and the teacher is identified as "Highly Effective" when a teacher has 86-100% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17 points are assigned and the teacher is identified as "Effective" when a teacher has 41-85% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points are assigned and the teacher is identified as "Developing" when a teacher has 11-40 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-2 points are assigned and the teacher is identified as "Ineffective" when a teacher has 0 - 10 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	New York State Grade 4 Science Assessment
1	School-or BOCES-wide, group or team results based on State assessments	New York State Grade 4 Science Assessment
2	School-or BOCES-wide, group or team results based on State assessments	New York State Grade 4 Science Assessment

	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 the State SLO, the Grade 4 New York State Science Assessment historical data as provided by the Lower Hudson Regional Information Center (LHRIC) will be used to determine a baseline level of student achievement. The assessment will have an expected level of performance. Students will be expected to meet or exceed the target growth score. The number of students meeting or exceeding the target school wide will be converted to a percent. Grade 3 will be based on the Grade 3 State Assessment and the number of students meeting or exceeding the target will be converted to a percentage. In both cases, the percent will be converted to HEDI. Growth targets will be approved by the principal. Growth targets will be set by the teacher for individual students.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18-20 points are assigned and the teacher is identified as "Highly Effective" when a teacher has 86-100% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17 points are assigned and the teacher is identified as "Effective" when a teacher has 41-85% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points are assigned and the teacher is identified as "Developing" when a teacher has 11-40 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-2 points are assigned and the teacher is identified as "Ineffective" when a teacher has 0 - 10 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Croton Harmon UFSD developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Croton Harmon UFSD developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to meet or exceed the target growth score. The number of students meeting or exceeding the target will be converted to a percent. The percent will be converted to HEDI. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18-20 points are assigned and the teacher is identified as "Highly Effective" when a teacher has 86-100% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17 points are assigned and the teacher is identified as "Effective" when a teacher has 41-85% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points are assigned and the teacher is identified as "Developing" when a teacher has 11-40 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-2 points are assigned and the teacher is identified as "Ineffective" when a teacher has 0 - 10 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Croton Harmon UFSD developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Croton Harmon UFSD developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Croton Harmon UFSD developed Grade 8 Socal Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to meet or exceed the target growth score. The number of students meeting or exceeding the target will be converted to a percent. The percent will be converted to HEDI. Growth targets will be approved by the principal. Growth targets will be set for individual students.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points are assigned and the teacher is identified as "Highly Effective" when a teacher has 86-100% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points are assigned and the teacher is identified as "Effective" when a teacher has 41-85% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points are assigned and the teacher is identified as "Developing" when a teacher has 11-40 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points are assigned and the teacher is identified as "Ineffective" when a teacher has 0 - 10 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Croton Harmon UFSD developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to meet or exceed the target growth score. The number of students meeting or exceeding the target will be converted to a percent. The percent will be converted to HEDI. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points are assigned and the teacher is identified as "Highly Effective" when a teacher has 86-100% of his/her students meeting or exceeding the target determined in the SLO.

	Growth targets will be approved by the principal. Growth targets will be set for individual students.
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points are assigned and the teacher is identified as "Effective" when a teacher has 41-85% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points are assigned and the teacher is identified as "Developing" when a teacher has 11-40 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points are assigned and the teacher is identified as "Ineffective" when a teacher has 0 - 10 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to meet or exceed the target growth score. The number of students meeting or exceeding the target will be converted to a percent. The percent will be converted to HEDI. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points are assigned and the teacher is identified as "Highly Effective" when a teacher has 86-100% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points are assigned and the teacher is identified as "Effective" when a teacher has 41-85% of his/her students meeting or exceeding the target determined in the SLO.Growth targets will be approved by the principal. Growth targets will be

	set for individual students.
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points are assigned and the teacher is identified as "Developing" when a teacher has 11-40 % of his/her students meeting or exceeding the target determined in the SLO.Growth targets will be approved by the principal. Growth targets will be set for individual students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points are assigned and the teacher is identified as "Ineffective" when a teacher has 0 - 10 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, 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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to meet or exceed the target growth score. The number of students meeting or exceeding the target will be converted to a percent. The percent will be converted to HEDI. Croton-Harmon will administer both NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents. Teachers will use the higher score of the two assessments. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points are assigned and the teacher is identified as "Highly Effective" when a teacher has 86-100% of his/her students meeting or exceeding the target determined in the SLO.Growth targets will be approved by the principal. Growth targets will be set for individual students.
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points are assigned and the teacher is identified as "Effective" when a teacher has 41-85% of his/her students meeting or exceeding the target determined in the SLO.Growth targets will be approved by the principal. Growth targets will be set for individual students.

Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points are assigned and the teacher is identified as "Developing" when a teacher has 11-40 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points are assigned and the teacher is identified as "Ineffective" when a teacher has 0 - 10 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.

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	District, regional or BOCES-developed assessment	Croton Harmon UFSD developed Grade 9 ELAAssessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Croton Harmon UFSD developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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.	Each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to meet or exceed the target growth score. The number of students meeting or exceeding the target will be converted to a percent. The percent will be converted to HEDI. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points are assigned and the teacher is identified as "Highly Effective" when a teacher has 86-100% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points are assigned and the teacher is identified as "Effective" when a teacher has 41-85% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points are assigned and the teacher is identified as "Developing" when a teacher has 11-40 % of his/her students

	meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points are assigned and the teacher is identified as "Ineffective" when a teacher has 0 - 10 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
All Other Courses	District, Regional or BOCES-developed	Croton-Harmon UFSD developed Grade and Subject-Specific Assessment
K-4 Art, library, physical education, and music	School/BOCES-wide/group/team results based on State	New York State Grade 4 Science Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Grades K-4 music, art. library, and physical education: the State SLO will be based on the Grade 4 New York State Science Assessment. Historical data as provided by the Lower Hudson Regional Information Center (LHRIC) will be used to determine a baseline level. The assessment will have an expected level of performance. Students will be expected to meet or exceed the target growth score. The number of students meeting or exceeding the target school wide will be converted to a percent. The percent will be converted to HEDI. Growth targets will be approved by the principal. Growth targets will be set by the teacher for individual students. For all other courses, each teacher will develop SLOs with pre and post assessments. The assessment will have an expected level of performance. Students will be expected to meet or exceed the target growth score. The number of students meeting or exceeding the target will be converted to a percent. The percent will be converted to HEDI. Growth targets will be approved by the principal. Growth targets will be set by the teacher for individual students.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points are assigned and the teacher is identified as "Highly Effective" when a teacher has 86-100% of his/her students meeting or exceeding the target determined in the SLO.

	Growth targets will be approved by the principal. Growth targets will be set for individual students.
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points are assigned and the teacher is identified as "Effective" when a teacher has 41-85% of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points are assigned and the teacher is identified as "Developing" when a teacher has 11-40 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points are assigned and the teacher is identified as "Ineffective" when a teacher has 0 - 10 % of his/her students meeting or exceeding the target determined in the SLO. Growth targets will be approved by the principal. Growth targets will be set for individual students.

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/12186/731181-TXEtxx9bQW/HEDI Bands based on 20 points 1-8-14.docx

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances | Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances | Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
2.14) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, August 06, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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	New York State Grade 4 Science Assessment
5	5) District, regional, or BOCES–developed assessments	Croton-Harmon UFSD developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Croton-Harmon UFSD developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Croton-Harmon UFSD developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Croton-Harmon UFSD developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For Grade 4 only: HEDI points will be allocated to a teacher based on the percent of students school wide demonstrating proficient or advanced levels on the spring administration of the New York State Grade 4 Science Assessment (score of level 3 or 4).

	HEDI points will be allocated to a teacher based on the percent of students achieving proficiency (65% or better) on the final assessment see chart 3.3). In the event the Value Added Model is not being used, the 0-20 chart in 3.13 will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 3.3)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District-adopted expectations for achievement for the grade level (see chart 3.3)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District-adopted expectations for achievement for the grade level (see chart 3.3)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District-adopted expectations for achievement for the grade level (see chart 3.3)

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New York State Grade 4 Science Assessment
5	5) District, regional, or BOCES–developed assessments	Croton-Harmon UFSD developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	Croton-Harmon UFSD developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Croton-Harmon UFSD developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Croton-Harmon UFSD developed Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For Grade 4 only: HEDI points will be allocated to a teacher based on the percent of students school wide getting 50% or more of the questions correct on the spring administration of the New York State Grade 4 Science Assessment on three of the Science Standards identified by the principal in October. HEDI points will be allocated to a teacher based on the percent of students achieving proficiency (65% or better) on the final assessment (see chart 3.3). In the event the Value Added Model is not being used, the 0-20 chart in 3.13 will be used.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 3.3)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District-adopted expectations for achievement for the grade level (see chart 3.3)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District-adopted expectations for achievement for the grade level (see chart 3.3)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District-adopted expectations for achievement for the grade level (see chart 3.3)

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	New York State Grade 4 Science Assessment
1	6(ii) School-wide measure computed locally	New York State Grade 4 Science Assessment
2	6(ii) School-wide measure computed locally	New York State Grade 4 Science Assessment
3	6(ii) School-wide measure computed locally	New York State Grade 4 Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percent of students school wide getting 50% or more of the questions correct on the New York State Grade 4 Science Assessment on three of the Science Standards identified by the principal in October.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 3.13)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District-adopted expectations for achievement for the grade level (see chart 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District-adopted expectations for achievement for the grade level (see chart 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District-adopted expectations for achievement for the grade level (see chart 3.13)

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	New York State Grade 4 Science Assessment
1	6(ii) School-wide measure computed locally	New York State Grade 4 Science Assessment
2	6(ii) School-wide measure computed locally	New York State Grade 4 Science Assessment
3	6(ii) School-wide measure computed locally	New York State Grade 4 Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percent of students school wide getting 50% or more of the questions correct on the New York State Grade 4 Science Assessment on three of the Science Standards identified by the principal in October.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 3.13)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District-adopted expectations for achievement for the grade level (see chart 3.13)
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District-adopted expectations for achievement for the grade level (see chart 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District-adopted expectations for achievement for the grade level (see chart 3.13)

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Croton Harmon UFSD developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Croton Harmon UFSD developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Croton Harmon UFSD developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percent of students achieving proficiency (65% or better) on the final assessment (see chart 3.13).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District-adopted expectations for achievement for the grade level (see chart 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District-adopted expectations for achievement for the grade level (see chart 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District-adopted expectations for achievement for the grade level (see chart 3.13)

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Croton Harmon UFSD developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Croton Harmon UFSD developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Croton Harmon UFSD developed Grade 8 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percent of students achieving proficiency (65% or better) on the final assessment (see chart 3.13).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Results meet District-adopted expectations for achievement for the grade level (see chart 3.13)

grade/subject.	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District-adopted expectations for achievement for the grade level (see chart 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District-adopted expectations for achievement for the grade level (see chart 3.13)

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Global 2	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
American History	6(ii) School wide measure computed locally	NYS Comprehensive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percent of students school-wide achieving proficiency (65 or better) on the final school-wide assessment (see chart 3.13).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District-adopted expectations for achievement for the grade level (see chart 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District-adopted expectations for achievement for the grade level (see chart 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District-adopted expectations for achievement for the grade level (see chart 3.13)

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Earth Science	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Chemistry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Physics	6(ii) School wide measure computed locally	NYS Comprehensive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI points will be allocated to a teacher based on the percent of students school-wide achieving proficiency (65 or better) on the final school-wide assessment (see chart 3.13).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District-adopted expectations for achievement for the grade level (see chart 3.13)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District-adopted expectations for achievement for the grade level (see chart 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District-adopted expectations for achievement for the grade level (see chart 3.13)

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Geometry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Algebra 2	6(ii) School wide measure computed locally	NYS Comprehensive English Regents

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

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

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.	HEDI points will be allocated to a teacher based on the percent of students school-wide achieving proficiency (65 or better) on the final school-wide assessment see (chart 3.13).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District-adopted expectations for achievement for the grade level (see chart 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District-adopted expectations for achievement for the grade level (see chart 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District-adopted expectations for achievement for the grade level (see chart 3.13)

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents

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.	HEDI points will be allocated to a teacher based on the percent of students school-wide achieving proficiency (65 or better) on the final school-wide assessment (see chart 3.13).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 3.13)

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

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other Courses Grades 9-12	6(ii) School wide measure computed locally	NYS Comprehensive English Regents
K-4 Art, Music, Library, Physical Education	6(ii) School wide measure computed locally	New York State Grade 4 Science Assessment

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 on the percent of students school-wide achieving proficiency (65 or better) on the final school-wide assessment (see chart 3.13). K-4 Art, Music, Library, Physical Education - HEDI points will be allocated to a teacher based on the school wide percent of students getting 50% of the questions correct on the New York State Grade 4 Science Assessment on three of the Science Standards identified by the principal in October. (see chart 3.13).
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District-adopted expectations for achievement for the grade level (see chart 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Results are below District-adopted expectations for achievement for the grade level (see chart 3.13)

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

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

(No response)

3.13) HEDI Tables or Graphics

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

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3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers who have multiple locally selected measures, the percentage of students reaching the target in each measure will be weighted proportionally based on the number of students meeting/exceeding their targets in each measurement population in order to determine the overall single HEDI score for the educator. All values will be rounded to the nearest whole number.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances | Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked

3.16) Assurances | Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances | Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances | If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked
3.16) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, December 20, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered 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]	34
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	26

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.

The Croton-Harmon Union Free School District's HEDI bands were negotiated with the Croton Teachers Association for the Danielson 2011 rubric. The bands reflect perfomance on each of the 22 components (which may be worth anywhere from 1 to 4 possible points) of the rubric. A total of 34 of the points available come directly from classroom observation of instruction. Domain 1 (Planning and Preparation) includes 12 points, Domain 2 (Classroom Environment) includes 16 points, Domain 3 (Instruction) includes 18 points, and Domain 4 (Professional Responsibilities, including goal setting) includes 14 points. Component scores will be added together to

achieve a domain score. Domain scores will be added together to achieve an overall teacher HEDI rubric score. Numbers will be based on normal rounding rules. In no event will rounding results in a HEDI score be moved into a different scoring band. Should a component be observed more than once, the scores will be averaged to result in a single component score.

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

assets/survey-uploads/12179/731183-eka9yMJ855/Danielson Rubric Component Point Values 12-13-13.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A Croton-Harmon teacher who earns 57-60 points out of 60 total receives a rating of "Highly Effective."
Effective: Overall performance and results meet NYS Teaching Standards.	A Croton-Harmon teacher who earns 53-56 points out of 60 total points receives a rating of "Effective."
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A Croton-Harmon teacher who earns 42-52 points out of 60 total points receives a rating of "Developing."
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A Croton-Harmon teacher who earns 0-41 points out of 60 total points receives a rating of "Ineffective."

Provide the ranges for the 60-point scoring bands.

Highly Effective	57 - 60
Effective	53 - 56
Developing	42 - 52
Ineffective	0 - 41

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	3
4.6) Observations of Probationary Teachers | Informal/Short	0
4.6) Observations of Probationary Teachers | Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	1
4.7) Observations of Tenured Teachers | Informal/Short	1
4.7) Observations of Tenured Teachers | Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Monday, December 16, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	57 - 60
Effective	53 - 56
Developing	42 - 52
Ineffective	0 - 41

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Monday, December 16, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/141045-Df0w3Xx5v6/Teacher TIP for APPR Portal 7-3-12.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:

CROTON-HARMON SCHOOL DISTRICT
APPR-TIP Appeal Procedure/Form

I. Any eligible teacher who receives a final rating of developing or a final rating of "ineffective" (other than for a second consecutive time, see II below), or who wishes to appeal a TIP may appeal such a determination to the Superintendent of Schools within fifteen (15) days after the receipt of a written annual evaluation reflecting such a rating or a teacher improvement plan. No ratings of effective or highly effective may be appealed. An appeal is deemed commenced when this form is completed, signed by the eligible teacher and hand delivered to the Office of the Superintendent.
A. Terms used in this Procedure/Form include the following:
1. "Eligible Teacher" shall mean a tenured or probationary classroom teacher as the "class room teacher" is defined in the Regulations of the Commissioner of Education.
2. "Days" shall mean calendar days.
B. Complete the appropriate section or sections below articulating in detail the specific reasons for this appeal. Should additional detail require room beyond the space provided please attach additional sheets and reference below that additional sheets are attached. You may attach copies of relevant documents in support of your appeal. No additional information may be submitted once an appeal is commenced. The only grounds for appeal are these set forth below. An eligible teacher filing an appeal shall have the burden of establishing the basis for the appeal and providing the justification for a change in the rating. While you may reference more than one (1) of the grounds set forth below as supporting the appeal, you may not bring multiple appeals referencing the same annual performance review. A copy of your appeal must be delivered to the Administrator whose determination is being appealed.
Ground 1: I appeal the substance of the annual professional performance review based upon the following:

Ground 2: I appeal the School District's adherence to the standards and methodologies required for APPRs pursuant to Section 3012-c of the Education Law based upon the following:

Ground 3: I appeal the School Districts adherence to the Regulations of the Commissioner of Education:

Ground 4: I appeal the School Districts compliance with any applicable locally negotiated procedures based upon the following:

Ground 5: I appeal the School Districts issuance and/or implementation of the terms of the teacher improvement plan based upon the following:

C. Employee Information
1. Name: _____
2. Tenure Area: _____
3. Date Employment Commenced with the District: _____
4. Current Assignment: _____
D. Within thirty (30) calendar days of the commencement of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, with the respect to the appeal. Every effort will be made to resolve the appeal in a timely and expeditious manner consistent with Education Law 3012-c.
The determination of the Superintendent or his/her designee will be forwarded to the eligible teacher filing the appeal at the address noted below within the time frame referenced above and will not be subject to further review either through a grievance procedure or arbitration
I affirm that a copy of this appeal and all evidence submitted herewith has been provided to the administrator whose determination is being appealed.
Dated: _____, 201___
_____
Name (Please Print)

_____
Signature

_____
Address
DATE AND TIME RECEIVED BY THE OFFICE ____ a.m.
OF THE SUPERINTENDENT OF SCHOOLS ____ p.m.
Time:_____

Date: _____, 201_____
RECEIVED BY: _____

PROCEDURE FOR APPEALS OF A SECOND INEFFECTIVE RATING ONLY
II. An appeal by an eligible teacher of an ineffective rating for a second consecutive time shall be subject to the following procedure.
A. Appeals by an eligible teacher are limited in scope to only to the following subjects:
1) The substance of the annual professional performance review;

2) The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
3) The District's adherence to the Commissioner's regulations, as applicable to such reviews;
4) The District's compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews; and
5) The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.
B. An eligible teacher may not file multiple appeals regarding the same performance review. 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.
C. In such an appeal, the teacher has the burden of establishing the basis for the appeal and providing the justification for a change in the rating.
D. Any appeal must be submitted to the Superintendent in writing no later than 15 calendar days of the date when the teacher receives his/her annual professional performance review. A copy must be forward to the Administrator issuing the APPR.
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 together with any supporting documents. Any information not submitted at the time the appeal is filed shall not be considered.
E. Within 10 calendar days of receipt of an appeal, the Administrator who issued the APPR or improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the Administrator's response and are relevant to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the Administrator, and any and all additional information submitted with the response, at the same time the response is filed with the Superintendent. The teacher shall have the right to reply in writing to the Administrator's response within five (5) calendar days of receipt of administrator's response.
F. Upon receipt of the submission of the Administrator who issued the APPR or improvement plan and any reply the Superintendent shall review the appeal of the teacher as well as the response of the Administrator and any reply. The Superintendent, or his/her designee, may request additional information to assist in the determination of the appeal. Within thirty (30) days of the filing of the Appeal the Superintendent or his/her designee shall issue a written determination addressing the issues raised in the appeal. A copy of such decision shall be forwarded to the teacher filing the appeal and the Administrator.
G. Within 30 days of receipt of the written determination, should the teacher not be satisfied with the determination of the Superintendent solely in the case of a eligible teacher has received two consecutive ineffective APPR evaluation ratings, a second tier appeal may be demanded by the teacher in writing for review by an arbitrator selected on a rotating basis from the following list, based upon rotation from those willing to accept the assignment and meet the timeframes of this procedure:
(_____Names_____). The arbitrator will be selected in a timely and expeditious manner consistent with Education Law 3012-c.
The decision of the arbitrator selected shall make a final and binding decision upon the appeal of the APPR evaluation. The Superintendent shall contact the arbitrator for availability and assign the case to such arbitrator by forwarding the written submissions, his/her determination and a copy of the APPR plan. The arbitrator selected shall issue a binding decision within 30 calendar days of the notice of appointment.

H. This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to an APPR and/or improvement plan. A teacher may not resort to any other contractual grievance procedure or arbitration of any kind for the resolution of challenges and appeals related to an APPR and/or improvement plan.

I. The provisions set forth above shall not alter or affect the rights and obligations of the District or probationary teachers pursuant to Section 3013 of the New York State Education Law.

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.

All observations and evaluations in the Croton Harmon Union Free School District will be conducted by trained district administrators. These administrators have received extensive training and support in the collection of evidence based on the Danielson 2011 teacher rubric. Training will consist of a minimum of eight hours. All administrators have received training via multiple workshops offered by Putnam Northern Westchester BOCES in the use of the rubric and in how to ensure inter-rater reliability. In addition to this training, administrators are individually participating in the Teachscape Proficiency Series that allows them to compare their analysis of instruction to experts in the field. This training will be ongoing. It will be built into the agenda for monthly administrative team meetings and will also include re-certification each year. Once this training is completed, all administrators will be certified.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Thursday, August 07, 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):

5 - 8
9-12

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

Please check the boxes below:

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

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

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

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

State assessments, required if one exists
District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
List of State-approved 3rd party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:
http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Elementary School Grades K-4	State assessment	Grade 3 ELA/Math NYS Assessment
	Elementary School Grade K-4	State assessment	Grade 4 ELA/Math NYS Assessments

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.	Each principal will use the New York State Grade 3 and 4 ELA and Math Assessments historical data as provided by the Lower Hudson Regional Information Center (LHRIC) to determine a baseline level. The assessment will have an expected level of performance. Students will be expected to meet/exceed the target growth score. The number of students meeting/exceeding the target will be converted to a percent. Grade 3 will use the New York State Grade 3 assessments. The percent will be

	converted to HEDI. Individual student growth targets will be set by the principal in collaboration with the superintendent. The State provided growth score for grade 4 and HEDI score for all SLOs will be weighted proportionately based on the number of students in each measure to generate an overall HEDI score.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	18-20 points are assigned and the principal is identified as "Highly Effective" when a principal has 86-100% of his/her students meeting or exceeding the target determined in the SLO.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17 points are assigned and the principal is identified as "Effective" when a principal has 41-85% of his/her students meeting or exceeding the target determined in the SLO.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points are assigned and the principal is identified as "Developing" when a principal has 11-40 % of his/her students meeting or exceeding the target determined in the SLO.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-2 points are assigned and the principal is identified as "Ineffective" when a principal has 0 - 10 % of his/her students meeting or exceeding the target determined in the SLO.

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/12156/731186-lha0DogRNw/HEDI Bands based on 20 points 1-8-14.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked

7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, August 07, 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).

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

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 growth 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
	5-8	(d) measures used by district for teacher evaluation	Croton-Harmon UFSD-Developed Grade Specific ELA/Math Assessments
	9-12	(d) measures used by district for teacher evaluation	New York State Comprehensive English Regents

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 principal based on the percent of students achieving proficiency (65% or better) on the final assessment. In the event that the Value Added Model is not being used the 0-20 chart in 8.2 will be used.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 8.1)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District-adopted expectations for achievement for the grade level (see chart 8.1).
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District-adopted expectations for achievement for the grade level (see chart 8.1).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District-adopted expectations for achievement for the grade level (see chart 8.1).

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

(No response)

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

assets/survey-uploads/12190/731187-qBFVOWF7fC/HEDI Bands bsed on 15 points 12-13-13.docx

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing).

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	New York State Grade 4 Science Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	HEDI points will be allocated to a principal based on the percentage of students getting 50% or greater correct on the spring administration of the New York State Grade 4 Science Assessment on three of the Science Standards identified by the principal in October. The assistant superintendent will approve the standards selected.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results exceed District-adopted expectations for achievement for the grade level (see chart 8.2).
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District-adopted expectations for achievement for the grade level (see chart 8.2).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District-adopted expectations for achievement for the grade level (see chart 8.2).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District-adopted expectations for achievement for the grade level (see chart 8.2).

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

(No response)

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

assets/survey-uploads/12190/731187-T8MlGWUVm1/HEDI Bands based on 20 points 12-13-13.docx

8.3) Locally Developed Controls

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.

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

For principals who have multiple locally selected measures, the percentage of students reaching the target will be weighted proportionally based on the number of students meetng or exceeding their targets in order to determine an single overall HEDI score for the educator. Normal rounding rules will apply.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances | Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances | Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances | Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances | Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances | Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
8.5) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Friday, December 20, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Croton-Harmon Union Free School District's HEDI bands were negotiated with the Croton Harmon Administrators Association for the Multi-Dimensional Rubric. The bands reflect perfomance on each of the 6 domains of the rubric as well as the category "Other-Goal Setting and Attainment." Domain One (Shared Vision of Learning) includes 6 points, Domain 2 (School Culture and Instructional Program) includes 18 points, Domain 3 (Safe, Efficient, Effective Learning Environment) includes 14 points, Domain 4 (Community) includes 8 points, Domain 5 (Integrity, Fairness, Ethics) includes 6 points, Domain 6 (Political, Social, Economic, Legal and Cultural context) includes 4 points. The additional rubric category, Goal Setting/Attainment, includes 4 points. Components within the rubric will be awarded points as follows: those principals rated highly effective will receive all possible points; those principals rated effective will receive 95% of the points; those principals rated developing will receive 80% of the points; those principals rated ineffective will receive no points or 0%. Components within a domain will be added together to receive a domain score. The domain scores will be added together to achieve a HEDI score for a principal. Should a component be scored more than once the scores will be averaged for a single component score. Normal rounding rules will apply. In no event will rounding result in a HEDI score being moved into a different scoring band.

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/12205/731188-pMADJ4gk6R/Multidimensional Rubric Component Point Values 12-13-13.docx

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

Highly Effective: Overall performance and results exceed standards.	A Croton-Harmon principal who earns 57-60 points out of 60 total receives a rating of "Highly Effective."
Effective: Overall performance and results meet standards.	A Croton-Harmon principal who earns 53-56 points out of 60 total points receives a rating of "Effective."
Developing: Overall performance and results need improvement in order to meet standards.	A Croton-Harmon principal who earns 42-52 points out of 60 total points receives a rating of "Developing."
Ineffective: Overall performance and results do not meet standards.	A Croton-Harmon principal who earns 0-41 points out of 60 total points receives a rating of "Ineffective."

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57 -60
Effective	53 -56
Developing	42 -52
Ineffective	0 - 41

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Friday, December 20, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	57 - 60
Effective	53 -56
Developing	42 - 52
Ineffective	0-41

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 Wednesday, January 08, 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/12168/731190-Df0w3Xx5v6/Principal PIP for APPR Portal 1-8-14.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:

CROTON-HARMON SCHOOL DISTRICT
APPR-PIP Appeal Procedure/Form

I. Any eligible principal who receives a final rating of developing or a final rating of "ineffective" (other than for a second consecutive time, see II below), or who wishes to appeal a PIP may appeal such a determination to the Superintendent of Schools within fifteen (15) days after the receipt of a written annual evaluation reflecting such a rating or a principal improvement plan. No ratings of effective or highly effective may be appealed. An appeal is deemed commenced when this form is completed, signed by the eligible principal and hand delivered to the Office of the Superintendent.

A. Terms used in this Procedure/Form include the following:

1. "Eligible Principal" shall mean a tenured or probationary principal as the "leader of school - principal" is defined in the Regulations of the Commissioner of Education.
2. "Days" shall mean calendar days.

B. Complete the appropriate section or sections below articulating in detail the specific reasons for this appeal. Should additional detail require room beyond the space provided please attach additional sheets and reference below that additional sheets are attached. You may attach copies of relevant documents in support of your appeal. No additional information may be submitted once an appeal is commenced. The only grounds for appeal are these set forth below. An eligible principal filing an appeal shall have the burden of establishing the basis for the appeal and providing the justification for a change in the rating. While you may reference more than one (1) of the grounds set forth below as supporting the appeal, you may not bring multiple appeals referencing the same annual performance review. A copy of your appeal must be delivered to the Administrator whose determination is being appealed.

Ground 1: I appeal the substance of the annual professional performance review based upon the following:

Ground 2: I appeal the School District's adherence to the standards and methodologies required for APPRs pursuant to Section 3012-c of the Education Law based upon the following:

Ground 3: I appeal the School Districts adherence to the Regulations of the Commissioner of Education:

Ground 4: I appeal the School Districts compliance with any applicable locally negotiated procedures based upon the following:

Ground 5: I appeal the School Districts issuance and/or implementation of the terms of the principal improvement plan based upon the following:

C. Employee Information

1. Name: _____
2. Tenure Area: _____
3. Date Employment Commenced with the District: _____
4. Current Assignment: _____

D. Within fifteen (15) school days of the commencement of the appeal, the Superintendent of Schools or his/her designee shall render a final and binding determination, in writing, with the respect to the appeal. However, if the superintendent is not ready to make a determination after 15 days, he/she will provide an update to the principal. Every effort will be made to make the determination in a timely and expeditious manner consistent with Education Law 3012-c.

The determination of the Superintendent or his/her designee will be forwarded to the eligible principal filing the appeal at the address noted below within the time frame referenced above and will not be subject to further review either through a grievance procedure or arbitration

I affirm that a copy of this appeal and all evidence submitted herewith has been provided to the administrator whose determination is being appealed.

Dated: _____, 201___

_____
Name (Please Print)

_____
Signature

_____
Address

DATE AND TIME RECEIVED BY THE OFFICE ____ a.m.
OF THE SUPERINTENDENT OF SCHOOLS ____ p.m.
Time:_____

Date: _____, 201_____
RECEIVED BY: _____

PROCEDURE FOR APPEALS OF A SECOND INEFFECTIVE RATING ONLY
II. An appeal by an eligible principal of an ineffective rating for a second consecutive time shall be subject to the following procedure.
A. Appeals by an eligible principal are limited in scope to only to the following subjects:
1) The substance of the annual professional performance review;
2) The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
3) The District's adherence to the Commissioner's regulations, as applicable to such reviews;
4) The District's compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews; and
5) The District's issuance and/or implementation of the terms of the principal improvement plan under Education Law §3012-c.
B. An eligible principal may not file multiple appeals regarding the same performance review. 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.
C. In such an appeal, the principal has the burden of establishing the basis for the appeal and providing the justification for a change in the rating.
D. Any appeal must be submitted to the Superintendent in writing no later than 15 school days of the date when the principal receives his/her annual professional performance review. A copy must be forward to the Administrator issuing the APPR.
When filing an appeal, the principal 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 together with any supporting documents. Any information not submitted at the time the appeal is filed shall not be considered.
E. Within 15 school days of receipt of an appeal, the Administrator who issued the APPR or improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the Administrator's response and are relevant to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the Administrator, and any and all additional information submitted with the response, at the same time the response is filed with the Superintendent. The principal shall have the right to reply in writing to the Administrator's response within fifteen (15) schooldays of receipt of the response.
F. Upon receipt of the submission of the Administrator who issued the APPR or improvement plan and any reply the Superintendent shall review the appeal of the principal as well as the response of the Administrator and any reply. The Superintendent, or his/her designee, may request additional information to assist in the determination of the appeal. Within thirty (30) days of the filing of the Appeal the Superintendent or his/her designee shall issue a written determination addressing the issues raised in the appeal. A copy of such decision shall be forwarded to the principal filing the appeal and the Administrator.
G. Within 30 days of the written determination, should the principal not be satisfied with the determination of the Superintendent solely in the case of a eligible principal has received two consecutive ineffective APPR evaluation ratings, a second tier appeal may be demanded by the principal in writing for review by an arbitrator selected on a rotating basis from the following list, based upon rotation from those willing to accept the assignment and meet the timeframes of this procedure: (_____Names_____). The decision of the arbitrator selected shall make a final and binding decision upon the appeal of the APPR evaluation. The Superintendent shall contact the arbitrator for availability and assign the case to such arbitrator by forwarding the written submissions, his/her determination and a copy of the APPR plan. The arbitrator selected shall issue a binding decision within 30 calendar days of the receipt of the appeal documents.
H. This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to an APPR and/or improvement plan. A principal may not resort to any other contractual grievance procedure or arbitration of any kind for the resolution of challenges and appeals related to an APPR and/or improvement plan.
I. The provisions set forth above shall not alter or affect the rights and obligations of the District or probationary principals pursuant to Section 3013 of the New York State Education Law.

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.

All observations and evaluations of principals in the Croton Harmon Union Free School District will be conducted by trained central office administrators. These administrators have received extensive training and support in the collection of evidence based on the Multi-Dimensional Principals Rubric. These administrators will receive additional training via multiple workshops offered by Putnam Northern Westchester BOCES and other service providers and consultants. The training will include how to apply the rubric to gather evidence and in how to ensure inter-rater reliability in scoring. This training will be ongoing; it will be built into the agenda for

monthly central office administrator meetings and will also include re-certification each year (minimum of eight hours). Once this training is completed, all lead evaluators will be certified.

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 Friday, August 08, 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/12158/731191-3Uqgn5g9Iu/32225554-2013-2014 APPR Implementation Certification Form (with signatures - dated 1 15 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.

HEDI Bands

Rating	Percent Meeting Growth Targets	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	71-75	15
Effective	66-70	14
Effective	61-65	13
Effective	56-60	12
Effective	51-55	11
Effective	46-50	10
Effective	41-45	9
Developing	36-40	8
Developing	31-35	7
Developing	26-30	6
Developing	21-25	5
Developing	16-20	4
Developing	11-15	3
Ineffective	6-10	2
Ineffective	1-5	1
Ineffective	0	0

HEDI Bands

Rating	Percent	Overall Value
Highly Effective	93-100	15
Highly Effective	86-92	14
Effective	76-85	13
Effective	66-75	12
Effective	56-65	11
Effective	46-55	10
Effective	41-45	9
Effective	36-40	8
Developing	31-35	7
Developing	26-30	6
Developing	21-25	5
Developing	16-20	4
Developing	11-15	3
Ineffective	6-10	2
Ineffective	1-5	1
Ineffective	0	0

HEDI Bands

Rating	Proficiency	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	71-75	15
Effective	66-70	14
Effective	61-65	13
Effective	56-60	12
Effective	51-55	11
Effective	46-50	10
Effective	41-45	9
Developing	36-40	8
Developing	31-35	7
Developing	26-30	6
Developing	21-25	5
Developing	16-20	4
Developing	11-15	3
Ineffective	6-10	2
Ineffective	1-5	1
Ineffective	0	0

Danielson Rubric Component Point Values	
Domain 1	12
1a. Demonstrating knowledge of content and pedagogy	2
1b.Demonstrating knowledge of students	2
1c.Setting instructional outcomes	3
1d. Demonstrating knowledge of resources	1
1e. Designing coherent instruction	2
1f. Designing student assessments	2
Domain 2	16
2a. Creating an environment of respect and rapport	4
2b. Establishing a culture for learning	4
2c. Managing classroom procedures	3
2d. Managing student behaviors	3
2e. Organizing physical space	2
Domain 3	18
3a. Communicating with students	3
3b. Using questioning and discussion techniques	4
3c. Engaging student in learning	4
3d. Using assessment in instruction	4
3e. Demonstrating flexibility	3
Domain 4	14
4a. Reflecting on teaching	3
4b. Maintaining accurate records	3
4c. Communicating with families	2
4d. Participating in a professional community	2
4e. Growing and develop professionally	2
4f. Demonstrating professionalism	2

(Conversion Value = H = 1.0; E = 0.93; D = 0.83; I = 0):

HEDI Bands (H-highly effective; E – effective; D – developing; I – ineffective)

CROTON-HARMON SCHOOL DISTRCT
TEACHER IMPROVEMENT PLAN (TIP) FORM

□ADMINISTRATOR INITIATING THE TIP:

_____

□FACULTY MEMBER INITIATING THE TIP: _____

ADDITIONAL TIP PARTICIPANTS (if applicable):

_____

DATE DEVELOPED:

_____

_____

DOMAIN(S) WHICH NEED TO BE ADDRESSED: (please refer to Danielson's Components of Professional Practice; to provide further direction, administrator may list component(s) or sub-domain(s) as well).

A. Describe Area(s) in Need of Improvement:

B. The Performance Goals, Expectations, Benchmarks Standards and Timelines the Teacher must meet in order to achieve an Effective Rating.

C. How Improvement will be Measured and Monitored (provide for periodic reviews of program and goal achievement)

D. Anticipated Frequency and Duration of meetings of Teacher and Administrator (also mentor if assigned).

E. The district will make available to assist the teacher appropriate Differentiated Professional Development opportunities, materials, resources and support and where appropriate, assign a mentor.

OUTCOMES

_____1. AREA(S) IN NEED OF IMPROVEMENT HAVE BEEN ADDRESSED: TIP SUCESSFULLY RESOLVED

_____2. PROGRESS NOTED; CONTINUATION ON TIP (SEE EXPLANATION ON PAGE 3)

_____3. AREA(S) IN NEED OF IMPROVEMENT UNRESOLVED; FURTHER ACTION TO BE DETERMINED (SEE EXPLANATION ON PAGE 3)

ADMINISTRATOR SIGNATURE: _____ DATE: _____

FACULTY SIGNATURE: _____ DATE: _____

EXPLANATORY NOTES OF THE ADMINISTRATOR, IF NECESSARY:

EXPLANATORY NOTES OF THE TEACHER, IF NECESSARY:

HEDI Bands

Rating	Percent Meeting Growth Targets	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	71-75	15
Effective	66-70	14
Effective	61-65	13
Effective	56-60	12
Effective	51-55	11
Effective	46-50	10
Effective	41-45	9
Developing	36-40	8
Developing	31-35	7
Developing	26-30	6
Developing	21-25	5
Developing	16-20	4
Developing	11-15	3
Ineffective	6-10	2
Ineffective	1-5	1
Ineffective	0	0

HEDI Bands

Rating	Percent	Overall Value
Highly Effective	93-100	15
Highly Effective	86-92	14
Effective	76-85	13
Effective	66-75	12
Effective	56-65	11
Effective	46-55	10
Effective	41-45	9
Effective	36-40	8
Developing	31-35	7
Developing	26-30	6
Developing	21-25	5
Developing	16-20	4
Developing	11-15	3
Ineffective	6-10	2
Ineffective	1-5	1
Ineffective	0	0

HEDI Bands

Rating	Proficiency	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	71-75	15
Effective	66-70	14
Effective	61-65	13
Effective	56-60	12
Effective	51-55	11
Effective	46-50	10
Effective	41-45	9
Developing	36-40	8
Developing	31-35	7
Developing	26-30	6
Developing	21-25	5
Developing	16-20	4
Developing	11-15	3
Ineffective	6-10	2
Ineffective	1-5	1
Ineffective	0	0

Multi-Dimensional Rubric Component Point Values	
Domain 1 – Shared Vision of Learning	6
1a. Culture	4
1b. Sustainability	2
Domain 2 – School Culture and Instructional Program	18
2a. Culture	6
2b. Instructional Program	6
2c. Capacity Building	2
2d. Sustainability	2
2e. Strategic Planning Process: Monitoring/Inquiry	2
Domain 3 – Safe, Efficient, Effective Learning Environment	14
3a. Capacity Building	4
3b. Culture	3
3c. Sustainability	2
3d. Instructional Program	5
Domain 4 - Community	8
4a. Strategic Planning Process: Inquiry	5
4b. Culture	1
4c. Sustainability	2
Domain 5 – Integrity, Fairness, Ethics	6
5a. Sustainability	3
5b. Culture	3
Domain 6 – Political, Social, Economic, Legal and Cultural Context	4
6a. Sustainability	2
6b. Culture	2
Domain - Goal Setting and Attainment	4
Uncovering Goals – defining and aligning	1
Strategic Planning – prioritize; strategize	1
Taking Action – mobilize, monitor, refine	1
Evaluating Attainment – documentation and next steps	1

(Conversion Value = H = 1.0; E = 0.95; D = 0.80; I = 0):

HEDI Bands (H-highly effective; E – effective; D – developing; I – ineffective)

CROTON-HARMON PRINCIPAL IMPROVEMENT PLAN:

INTRODUCTION

The Principal Improvement Plan (PIP) is a component of the Annual Professional Performance Review (APPR) requirements of the Regulations of the Commissioner of Education.

In this Plan, "Principal" refers to the "leader of school - principal" as defined in the Regulations of the Commissioner. A PIP may be initiated 1) for a principal receiving a composite effectiveness rating of "developing" or "ineffective"; 2) at any time at the request of a principal.

IMPLEMENTATION OF A PIP

A. Timing of a PIP

1. A principal who has received a composite effectiveness rating of "developing" or "ineffective" will be place on the PIP as soon as practical, but in no case later than ten (10) school days after the opening of classes for the school year.

2. In a case of a principal requesting a PIP, the PIP may be commenced at any time during the school year.

3. The length of the PIP will generally be for the period of time as stated in the PIP except that for a probationary principal the PIP shall be for three (3) to five (5) months in duration, as determined by the District. The length of the PIP for a tenured principal shall be no less than five (5) months in duration, as determined by the District. In no event should a PIP go beyond the end of the school year.

B. General Requirements of a PIP

1. The sole and exclusive purpose of a PIP is the improvement of principal practice.

2. The PIP shall be developed in consultation with the principal. The Union President shall be informed of the District's intent to

issue a PIP to a principal. Whenever a principal is placed on a PIP, and with the agreement of the principal, the Union President shall be provided with a copy of the PIP.

3. A PIP shall clearly specify the following:

   a. The area(s) in need of improvement

   b. The performance goals, expectations, benchmarks, standards and timeliness the principal must meet in order to achieve an effective rating.

   c. How improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievements.

   d. The anticipated frequency and duration of the meetings of the principal, administrator and, if one is assigned, mentor.

   e. The appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the principal, including, where appropriate, the assignment of a mentor principal.

4. A PIP shall be written on the form annexed in Appendix D. Such form will be reviewed by the District and the Association on an annual basis.

5. After the PIP is in place, the principal, and administrator and, if one has been assigned mentor, as well as a Union representative, if requested by the principal, shall meet according to the schedule set forth in the PIP to assess the effectiveness and appropriateness of the PIP. Any such meeting shall also be for the purpose of assisting the principal to achieve the goals set forth in the PIP. Based upon the outcome of such assessment(s), the PIP may be modified accordingly.

C. Costs of the PIP: All costs associated with the actions required by the District, including but not limited to, tuition, fees, books and travel shall be borne by the District in their entirety.

D. No disciplinary action predicated upon ineffective performance shall be taken by the district against a principal on a PIP until the PIP has been

fully implemented and its effectiveness in improving the principal's performance has been evaluated.

E. A principal who believes the terms of the PIP are arbitrary, unreasonable, inappropriate or defective or that the District has failed to meet its obligations to properly implement the terms of the PIP, may seek relief through the APPR appeals procedure. In addition, if a principal successfully appeals a rating such that the PIP is no longer required, the PIP shall stop immediately and any documents relative to the PIP shall be removed from the principal's personnel file.

F. A principal may submit a written response to the superintendent's response.

CROTON-HARMON SCHOOL DISTRCT
PRINCIPAL IMPROVEMENT PLAN (PIP) FORM

□ADMINISTRATOR INITIATING THE PIP:

_____

ADDITIONAL PIP PARTICIPANTS (if applicable):

_____

DATE DEVELOPED:

_____

_____

DOMAIN(S) WHICH NEED TO BE ADDRESSED: (please refer to Multidimensional Principal Performance Rubric; to provide further direction; administrator may list component(s) or sub-domain(s) as well).

A. Describe Area(s) in Need of Improvement:

B. The Performance Goals, Expectations, Benchmarks Standards and Timelines the Principal must meet in order to achieve an Effective Rating.

C. How Improvement will be Measured and Monitored (provide for periodic reviews of program and goal achievement)

D. Anticipated Frequency and Duration of meetings of Principal and Administrator (also mentor if assigned).

E. The district will make available to assist the principal appropriate Differentiated Professional Development opportunities, materials, resources and support and where appropriate, assign a mentor.

OUTCOMES

_____1. AREA(S) IN NEED OF IMPROVEMENT HAVE BEEN ADDRESSED: PIP SUCESSFULLY RESOLVED

_____2. PROGRESS NOTED; CONTINUATION ON PIP (SEE EXPLANATION IN PIP DOCUMENT)

_____3. AREA(S) IN NEED OF IMPROVEMENT UNRESOLVED; FURTHER ACTION TO BE DETERMINED (SEE EXPLANATION)

ADMINISTRATOR SIGNATURE: _____ DATE: _____

PRINCIPAL SIGNATURE: _____ DATE: _____

EXPLANATORY NOTES OF THE ADMINISTRATOR, IF NECESSARY:

EXPLANATORY NOTES OF THE PRINCIPAL, IF NECESSARY:

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:

1/15/14

Teachers Union President Signature: Date:

1/15/14

Administrative Union President Signature: Date:

1/15/14

Board of Education President Signature: Date:

1/15/14