



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
89 Washington Avenue, Room 111
Albany, New York 12234

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November 14, 2014

Revised-Expedited Assessment Material Change

Ileana Eckert, Superintendent
Haverstraw-Stony Point Central School District (North Rockland)
65 Chapel Street
Garnerville, NY 10923

Dear Superintendent Eckert:

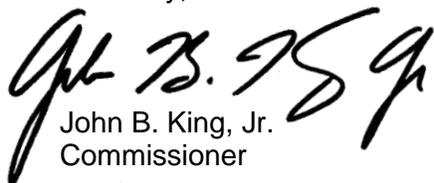
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are 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: Mary Jean Marsico

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 3, 2013, 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.

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see <http://www.regents.nysed.gov/meetings/2014/February2014/214p12heal.pdf>.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) *no later than March 1*. Please note that the Department will not accept late submissions of this form. **Please type “Expedited Assessment Material Change” in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes **within 10 business days of submission**. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Haverstraw/Stony Point

Name of school district or BOCES: _____

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

<input checked="" type="checkbox"/> Kindergarten ELA Assessment	<input checked="" type="checkbox"/> Grade 1 ELA Assessment
<input checked="" type="checkbox"/> Kindergarten ELA HEDI Process	<input checked="" type="checkbox"/> Grade 1 ELA HEDI Process
<input checked="" type="checkbox"/> Kindergarten ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 1 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assignment of Points	

2.3) Grades K-3 Math

<input checked="" type="checkbox"/> Kindergarten Math Assessment	<input checked="" type="checkbox"/> Grade 1 Math Assessment
<input checked="" type="checkbox"/> Kindergarten Math HEDI Process	<input checked="" type="checkbox"/> Grade 1 Math HEDI Process
<input checked="" type="checkbox"/> Kindergarten Math Assignment of Points	<input checked="" type="checkbox"/> Grade 1 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math HEDI Process
<input checked="" type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 2 Math Assignment of Points	

2.4) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input checked="" type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input checked="" type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input checked="" type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input checked="" type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Social Studies Assessment	
<input checked="" type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

<input checked="" type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 HEDI Process
<input checked="" type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input checked="" type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

2.8) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

2.9) High School English Language Arts

<input checked="" type="checkbox"/> Grade 9 ELA Assessment	<input checked="" type="checkbox"/> Grade 10 ELA Assessment
<input checked="" type="checkbox"/> Grade 9 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 10 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 9 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input checked="" type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input checked="" type="checkbox"/> All other course(s) Assignment of Points

2.11) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

<input checked="" type="checkbox"/> Grade 4 ELA Assessment	<input checked="" type="checkbox"/> Grade 5 ELA Assessment
<input checked="" type="checkbox"/> Grade 4 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 5 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 4 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 5 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 6 ELA Assessment	<input checked="" type="checkbox"/> Grade 7 ELA Assessment
<input checked="" type="checkbox"/> Grade 6 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 7 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 6 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 7 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 8 ELA Assessment	
<input checked="" type="checkbox"/> Grade 8 ELA HEDI Process	
<input checked="" type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input checked="" type="checkbox"/> Grade 4 Math Assessment	<input checked="" type="checkbox"/> Grade 5 Math Assessment
<input checked="" type="checkbox"/> Grade 4 Math HEDI Process	<input checked="" type="checkbox"/> Grade 5 Math HEDI Process
<input checked="" type="checkbox"/> Grade 4 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 5 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 6 Math Assessment	<input checked="" type="checkbox"/> Grade 7 Math Assessment
<input checked="" type="checkbox"/> Grade 6 Math HEDI Process	<input checked="" type="checkbox"/> Grade 7 Math HEDI Process
<input checked="" type="checkbox"/> Grade 6 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Math Assessment	
<input checked="" type="checkbox"/> Grade 8 Math HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Math Assignment of Points	

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

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

<input checked="" type="checkbox"/> Kindergarten ELA Assessment	<input checked="" type="checkbox"/> Grade 1 ELA Assessment
<input checked="" type="checkbox"/> Kindergarten ELA HEDI Process	<input checked="" type="checkbox"/> Grade 1 ELA HEDI Process
<input checked="" type="checkbox"/> Kindergarten ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 1 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assessment	<input checked="" type="checkbox"/> Grade 3 ELA Assessment
<input checked="" type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 2 ELA Assignment of Points	<input type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

<input checked="" type="checkbox"/> Kindergarten Math Assessment	<input checked="" type="checkbox"/> Grade 1 Math Assessment
<input checked="" type="checkbox"/> Kindergarten Math HEDI Process	<input checked="" type="checkbox"/> Grade 1 Math HEDI Process
<input checked="" type="checkbox"/> Kindergarten Math Assignment of Points	<input checked="" type="checkbox"/> Grade 1 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 2 Math Assessment	<input checked="" type="checkbox"/> Grade 3 Math Assessment
<input checked="" type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math HEDI Process
<input checked="" type="checkbox"/> Grade 2 Math Assignment of Points	<input type="checkbox"/> Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input checked="" type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input checked="" type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Science Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Science Assessment	
<input checked="" type="checkbox"/> Grade 8 Science HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input checked="" type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input checked="" type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Social Studies Assessment	
<input checked="" type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

<input checked="" type="checkbox"/> Global 1 Assessment	<input checked="" type="checkbox"/> Global 2 Assessment
<input checked="" type="checkbox"/> Global 1 HEDI Process	<input checked="" type="checkbox"/> Global 2 HEDI Process
<input checked="" type="checkbox"/> Global 1 Assignment of Points	<input checked="" type="checkbox"/> Global 2 Assignment of Points
<input checked="" type="checkbox"/> American History Assessment	
<input checked="" type="checkbox"/> American History HEDI Process	
<input checked="" type="checkbox"/> American History Assignment of Points	

3.9) High School Science Regents Courses

<input checked="" type="checkbox"/> Living Environment Assessment	<input checked="" type="checkbox"/> Earth Science Assessment
<input checked="" type="checkbox"/> Living Environment HEDI Process	<input checked="" type="checkbox"/> Earth Science HEDI Process
<input checked="" type="checkbox"/> Living Environment Assignment of Points	<input checked="" type="checkbox"/> Earth Science Assignment of Points
<input checked="" type="checkbox"/> Chemistry Assessment	<input checked="" type="checkbox"/> Physics Assessment
<input checked="" type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input checked="" type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

3.10) High School Math Regents Courses

<input checked="" type="checkbox"/> Algebra 1 Assessment	<input checked="" type="checkbox"/> Geometry Assessment
<input checked="" type="checkbox"/> Algebra 1 HEDI Process	<input checked="" type="checkbox"/> Geometry HEDI Process
<input checked="" type="checkbox"/> Algebra 1 Assignment of Points	<input checked="" type="checkbox"/> Geometry Assignment of Points
<input checked="" type="checkbox"/> Algebra 2 Assessment	
<input checked="" type="checkbox"/> Algebra 2 HEDI Process	
<input checked="" type="checkbox"/> Algebra 2 Assignment of Points	

3.11) High School English Language Arts

<input checked="" type="checkbox"/> Grade 9 ELA Assessment	<input checked="" type="checkbox"/> Grade 10 ELA Assessment
<input checked="" type="checkbox"/> Grade 9 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 10 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 9 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input checked="" type="checkbox"/> Grade 11 ELA HEDI Process	
<input checked="" type="checkbox"/> Grade 11 ELA Assignment of Points	

3.12) All Other Courses

<input checked="" type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input checked="" type="checkbox"/> All other course(s) Assignment of Points

3.13) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> 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)

<input checked="" type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

7.3) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> 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)

<input checked="" type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.1) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

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

<input checked="" type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> 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:

Jessica Eckert 11/13/14

Teachers Union President Signature: Date:

Robin A. Brunson 11/12/14

Administrative Union President Signature: Date:

John T. Murphy 11-12-14

Board of Education President Signature: Date:

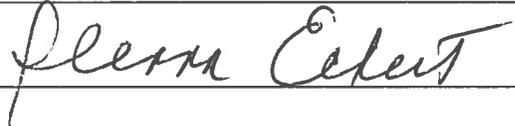
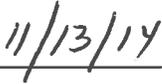
[Signature] 11/12/14

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:

	
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Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, June 12, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 500201060000

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

500201060000

1.2) School District Name: HAVERSTRAW-STONY POINT CSD (NORTH RO

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

HAVERSTRAW-STONY POINT CSD (NORTH RO

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.

Re-submission to address deficiencies

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

Created Tuesday, April 30, 2013

Updated Tuesday, September 30, 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	3rd Grade State ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State ELA 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.

Using data results from pre-assessments, teachers working collaboratively with their building administrator will develop their SLOs based on the school-wide growth targets for performance on the 3rd Grade NYS ELA Assessment for all students. Classroom demographic information will not be taken into account when setting the school-wide growth targets for post assessment performance. Then the teacher will be assigned one of the HEDI tables determined by the demographics of the

school (see attached). Based on the percentage of students that meet the established school-wide growth targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the chart entitled "Decision Making Chart for Goal Setting". For grade 3, HEIDI points will be assigned based on the number of students in the class who reach their individual growth targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached tables.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached tables.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached tables.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached tables.

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	3rd Grade State Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State Math 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.	Using data results from pre-assessments, teachers working collaboratively with their building administrator will develop their SLOs based on the school-wide growth targets for performance on the 3rd Grade NYS Math Assessment for all students. Classroom demographic information will not be taken into account when setting the school-wide growth targets for post assessment performance. Then the teacher will be assigned one of the HEDI tables determined by the demographics of the school (see attached). Based on the percentage of students that meet the established school-wide growth targets, teachers will be assigned 0-20 points within the HEDI rating categories as
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identified on the chart entitled "Decision Making Chart for Goal Setting". For grade 3, HEIDI points will be assigned based on the number of students in the class who reach their individual growth targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached chart.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached chart.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached chart.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable
7	School- or BOCES-wide, group or team results based on State assessments	8th Grade State 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.

Using data results from pre-assessments, teachers working collaboratively with their building administrator will develop their SLOs based on the school-wide growth targets for performance on the 8th Grade NYS Science Assessment for all students. Classroom demographic information will not be taken into account when setting the school-wide growth targets for post assessment performance. Then the teacher will be assigned one of the HEDI tables determined by the demographics of the school (see attached). Based on the percentage of students that meet the established school-wide growth targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the chart entitled "Decision Making Chart for Goal Setting". For grade 8, HEIDI points will be assigned based on the number of students in the class who reach their individual growth targets.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached tables.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached tables.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached tables.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached tables.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not applicable
7	School- or BOCES-wide, group or team results based on State assessments	7th and 8th Grade State ELA and Math Assessments
8	School- or BOCES-wide, group or team results based on State assessments	7th and 8th Grade State ELA and Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All Social Studies teachers will receive the school's State provided growth score for ELA and Math in order to promote literacy and numeracy across the school.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

2.6) High School Social Studies Regents Courses

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

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

	Assessment
Global 1 School-/BOCES-wide group/team results based on State assessments	Comprehensive Regents 11 ELA Exam

	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment

American History	Regents assessment	Regents assessment
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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.	Using data results from pre-assessments, teachers working collaboratively with their building administrator will develop their SLOs based on the school-wide growth targets for performance on the above-named Regents assessments. Classroom demographic information will not be taken into account when setting the school-wide growth targets for post assessment performance. Then the teacher will be assigned one of the HEDI tables determined by the demographics of the class (see attached). Based on the percentage of students that meet the established school-wide growth targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the chart entitled "Decision Making Chart for Goal Setting". Global 1 teachers will receive a school wide growth score based on the Comprehensive English Regents in order to promote literacy in the school. We will use the Comprehensive English Regents until it is no longer being offered at which time we will transistion to the Common Core English Exam.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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.	Using data results from pre-assessments, teachers working collaboratively with their building administrator will develop their SLOs based on the school-wide growth targets for performance on the above-named Regents assessments. Classroom demographic information will not be taken into account when setting the school-wide growth targets for post assessment performance. Then the teacher will be assigned one of the HEDI tables determined by the demographics of the class (see attached). Based on the percentage of students that meet the established school-wide growth targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the chart entitled "Decision Making Chart for Goal Setting".
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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.	Using data results from pre-assessments, teachers working collaboratively with their building administrator will develop their SLOs based on the school-wide growth targets for performance on the above-named Regents assessments. For Algebra 1, we will use the Common Core Algebra 1 Regents. For Geometry, we will be offering both the 2005 Learning Standards and Common Core versions of the Geometry Regents and utilizing the higher student score. Classroom demographic information will not be taken into account when setting the school-wide growth targets for post assessment performance. Then the teacher will be assigned one of the HEDI tables
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determined by the demographics of the class (see attached). Based on the percentage of students that meet the established school-wide growth targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the chart entitled "Decision Making Chart for Goal Setting".

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	Comprehensive Regents 11 ELA Exam
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Comprehensive Regents 11 ELA Exam
Grade 11 ELA	Regents assessment	Comprehensive Regents 11 ELA Exam

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Using data results from pre-assessments, teachers working collaboratively with their building administrator will develop their SLOs based on the school-wide growth targets for performance on the Comprehensive Regents 11 ELA Assessment. Classroom demographic information will not be taken into account when setting the school-wide growth targets for post assessment performance. Then the teacher will be assigned one of the HEDI tables determined by the demographics of the class (see attached). Based on the percentage of students that meet the established school-wide growth targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the chart entitled "Decision Making Chart for Goal Setting". ELA 9 and 10 teachers will receive a school wide growth score based on the Comprehensive English Regents in order to promote literacy in the school. We will use the Comprehensive English Regents
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until it is no longer being offered at which time we will transition to the Common Core English Exam. For 11th grade English teachers HEIDI points will be assigned based on the number of students in the class who reach their individual growth targets.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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 K-3 teachers not named above	School/BOCES-wide/group/team results based on State	3rd Grade State ELA and Math Assessments
All other 4-6 teachers not named above	School/BOCES-wide/group/team results based on State	4th, 5th, and 6th Grade State ELA and Math Assessments
All other 7-8 teachers not named above	School/BOCES-wide/group/team results based on State	7th and 8th Grade State ELA and Math Assessments
All other 9-12 teachers not named above	School/BOCES-wide/group/team results based on State	Comprehensive Regents 11 ELA Exam

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.	Using data results from pre-assessments, all other K-3 and 9-12 teachers working collaboratively with their building administrator will develop their SLOs based on the school-wide growth targets for performance on the above-named NYS Assessments. All other 4-6 and 7-8 teachers will receive the school's State provided growth score for ELA and Math in order to promote literacy and numeracy across the school. Classroom demographic information will not be taken into account when setting the school-wide growth targets for post assessment performance. Then the teacher will be assigned one of the HEDI tables determined by the demographics of the school (see attached). Based on the percentage of students that
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meet the established school-wide growth targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the chart entitled "Decision Making Chart for Goal Setting". We will use the Comprehensive English Regents until it is no longer being offered at which time we will transition to the Common Core English Exam.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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/12186/1393152-TXEttx9bQW/HEDI Bands Growth Measure Teacher Charts 20 Points update)_1.doc

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.

The locally developed controls used to set goals for Comparable Growth Measures will include prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, and to the extent possible, pre-assessment data and other student performance data that aligns with the content being taught. Based on that information, principals will set a growth goal within a range of 50% to 80% of students achieving the set growth target. The rationale for including these factors is to provide guidance in setting goals across the district and between buildings that are attainable for both students and teachers. The Haverstraw-Stony Point School District is a diverse suburban district with a significant population of students who are living in poverty, have a disability or speak another language. From year to year, any classroom teacher's and school's composition of students can vary, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable goals for teachers based on these factors.

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 Thursday, October 23, 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	Comprehensive 11th Grade ELA Regents Assessment
5	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
6	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
7	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
8	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents 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.	Teachers working collaboratively with their building administrator will use the negotiated student achievement target for performance on the Comprehensive 11th Grade ELA Regents Assessment. Based on the percentage of students that meet the achievement target, teachers will be assigned 0-20
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points based within the HEDI rating categories identified on the chart entitled "Decision Making Chart for Goal Setting". The achievement targets being set are district-wide based on student performance on the Comprehensive NYS 11th Grade ELA Regents Assessment in order to promote K-12 Literacy across the District. We will use the Comprehensive English Regents until it is no longer being offered at which time we will transition to the Common Core English Exam.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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	Comprehensive 11th Grade ELA Regents Assessment
5	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
6	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
7	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
8	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents 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.	Teachers working collaboratively with their building administrator will use the negotiated student achievement target for performance on the Comprehensive 11th Grade ELA Regents Assessment. Based on the percentage of students that meet the achievement target, teachers will be assigned 0-20 points based within the HEDI rating categories identified on the
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chart entitled "Decision Making Chart for Goal Setting". The achievement targets being set are district-wide based on student performance on the Comprehensive NYS 11th Grade ELA Regents Assessment in order to promote K-12 Literacy across the District. We will use the Comprehensive English Regents until it is no longer being offered at which time we will transition to the Common Core English Exam.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables..
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1393153-rhJdBgDruP/Teacher HEIDI 15 3.3.doc

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	Comprehensive 11th Grade ELA Regents Assessment
1	6(ii) School-wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
2	6(ii) School-wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
3	6(ii) School-wide measure computed locally	Comprehensive 11th Grade ELA Regents 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.	Teachers working collaboratively with their building administrator will use the negotiated student achievement target for performance on the Comprehensive 11th Grade ELA Regents Assessment. Based on the percentage of students that meet the achievement target, teachers will be assigned 0-20 points based within the HEDI rating categories identified on the chart entitled "Decision Making Chart for Goal Setting". The achievement targets being set are district-wide based on student performance on the Comprehensive NYS 11th Grade ELA Regents Assessment in order to promote K-12 Literacy across the District. We will use the Comprehensive English Regents
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until it is no longer being offered at which time we will transition to the Common Core English Exam.

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

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	Comprehensive 11th Grade ELA Regents Assessment
1	6(ii) School-wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
2	6(ii) School-wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
3	6(ii) School-wide measure computed locally	Comprehensive 11th Grade ELA Regents 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.	Teachers working collaboratively with their building administrator will use the negotiated student achievement target for performance on the Comprehensive 11th Grade ELA Regents Assessment. Based on the percentage of students that meet the achievement target, teachers will be assigned 0-20 points based within the HEDI rating categories identified on the chart entitled "Decision Making Chart for Goal Setting". The achievement targets being set are district-wide based on student performance on the Comprehensive NYS 11th Grade ELA Regents Assessment in order to promote K-12 Literacy across the District. We will use the Comprehensive English Regents until it is no longer being offered at which time we will
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transition to the Common Core English Exam.

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

See attached tables.

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

See attached tables.

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

See attached tables.

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

See attached tables.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
8	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents 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.

Teachers working collaboratively with their building administrator will use the negotiated student achievement target for performance on the Comprehensive 11th Grade ELA Regents Assessment. Based on the percentage of students that meet the achievement target, teachers will be assigned 0-20 points based within the HEDI rating categories identified on the chart entitled "Decision Making Chart for Goal Setting". The achievement targets being set are district-wide based on student performance on the Comprehensive NYS 11th Grade ELA Regents Assessment in order to promote K-12 Literacy across the District. We will use the Comprehensive English Regents until it is no longer being offered at which time we will transition to the Common Core English Exam.

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

See attached tables.

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

See attached tables.

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

See attached tables.

grade/subject.

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

See attached tables.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
8	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents 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.

Teachers working collaboratively with their building administrator will use the negotiated student achievement target for performance on the Comprehensive 11th Grade ELA Regents Assessment. Based on the percentage of students that meet the achievement target, teachers will be assigned 0-20 points based within the HEDI rating categories identified on the chart entitled "Decision Making Chart for Goal Setting". The achievement targets being set are district-wide based on student performance on the Comprehensive NYS 11th Grade ELA Regents Assessment in order to promote K-12 Literacy across the District. We will use the Comprehensive English Regents until it is no longer being offered at which time we will transition to the Common Core English Exam.

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

See attached tables.

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

See attached tables.

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

See attached tables.

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

See attached tables.

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	Comprehensive 11th Grade ELA Regents Assessment
Global 2	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
American History	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment

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.	Teachers working collaboratively with their building administrator will use the negotiated student achievement target for performance on the Comprehensive 11th Grade ELA Regents Assessment. Based on the percentage of students that meet the achievement target, teachers will be assigned 0-20 points based within the HEDI rating categories identified on the chart entitled "Decision Making Chart for Goal Setting". The achievement targets being set are district-wide based on student performance on the Comprehensive NYS 11th Grade ELA Regents Assessment in order to promote K-12 Literacy across the District. We will use the Comprehensive English Regents until it is no longer being offered at which time we will transition to the Common Core English Exam.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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	Comprehensive 11th Grade ELA Regents Assessment
Earth Science	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
Chemistry	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
Physics	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment

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.	Teachers working collaboratively with their building administrator will use the negotiated student achievement target for performance on the Comprehensive 11th Grade ELA Regents Assessment. Based on the percentage of students that meet the achievement target, teachers will be assigned 0-20 points based within the HEDI rating categories identified on the chart entitled "Decision Making Chart for Goal Setting". The achievement targets being set are district-wide based on student performance on the Comprehensive NYS 11th Grade ELA Regents Assessment in order to promote K-12 Literacy across the District. We will use the Comprehensive English Regents until it is no longer being offered at which time we will transition to the Common Core English Exam.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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
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Algebra 1	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
Geometry	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment

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.	Teachers working collaboratively with their building administrator will use the negotiated student achievement target for performance on the Comprehensive 11th Grade ELA Regents Assessment. Based on the percentage of students that meet the achievement target, teachers will be assigned 0-20 points based within the HEDI rating categories identified on the chart entitled "Decision Making Chart for Goal Setting". The achievement targets being set are district-wide based on student performance on the Comprehensive NYS 11th Grade ELA Regents Assessment in order to promote K-12 Literacy across the District. We will use the Comprehensive English Regents until it is no longer being offered at which time we will transition to the Common Core English Exam.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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
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Grade 9 ELA	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents Assessment

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

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

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.	Teachers working collaboratively with their building administrator will use the negotiated student achievement target for performance on the Comprehensive 11th Grade ELA Regents Assessment. Based on the percentage of students that meet the achievement target, teachers will be assigned 0-20 points based within the HEDI rating categories identified on the chart entitled "Decision Making Chart for Goal Setting". The achievement targets being set are district-wide based on student performance on the Comprehensive NYS 11th Grade ELA Regents Assessment in order to promote K-12 Literacy across the District. We will use the Comprehensive English Regents until it is no longer being offered at which time we will transition to the Common Core English Exam.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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 and teachers	6(ii) School wide measure computed locally	Comprehensive 11th Grade ELA Regents 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.	Teachers working collaboratively with their building administrator will use the negotiated student achievement target for performance on the Comprehensive 11th Grade ELA Regents Assessment. Based on the percentage of students that meet the achievement target, teachers will be assigned 0-20 points based within the HEDI rating categories identified on the chart entitled "Decision Making Chart for Goal Setting". The achievement targets being set are district-wide based on student performance on the Comprehensive NYS 11th Grade ELA Regents Assessment in order to promote K-12 Literacy across the District. We will use the Comprehensive English Regents until it is no longer being offered at which time we will transition to the Common Core English Exam.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached table
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached table

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/155503-y92vNseFa4/Teacher HEDI Bands Local Measure 20 points.doc

3.14) Locally Developed Controls

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

The locally developed controls used to set goals for Locally-Selected Measures will include prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, and to the extent possible, pre-assessment data and other student performance data that aligns with the content being taught. Based on that information, principals will set a goal of achievement within a range of 50% to 80% of students' achievement of the goal. The rationale for including these factors is to provide guidance in setting goals across the district and between buildings that are attainable for both students and teachers. The Haverstraw-Stony Point School District is a diverse suburban district with a significant population of students who are living in poverty, have a disability or speak another language. From year to year, any classroom teacher's composition of students can vary, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable achievement goals for teachers based on these factors.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally selected measure will have each measure weighted in equivalent proportion to the percentage of students covered by that measure. For example, a fourth grade teacher with locally-selected measures for both ELA and math would determine the percentage of all students who met the achievement target for each subject. The two percentages would be equally weighted and averaged into one combined score.

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 Monday, June 30, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric
---------------------------------------	-------------------------------

Second Rubric, if applicable	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]	60
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	

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.

All 60 points will be assigned using the NYSUT Teacher Practice Rubric. Each element in each of the seven standards will be scored with a 1-4; element scores will be averaged for a score for each standard. Standards will be averaged according to the weighted value. The Haverstraw-Stony Point C.S.D. understands that the final HEDI score will be in whole numbers. See attached document.

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

assets/survey-uploads/5091/155505-eka9yMJ855/NYSUT Rubric Point Distribution.xls

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers scoring a 3.5 - 4.0 average rubric score are considered highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers scoring a 2.5 - 3.4 average rubric score are considered effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers scoring a 1.5 - 2.4 average rubric score are considered developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers scoring 1 - 1.4 average rubric score are considered ineffective.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	0
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?

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

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Updated Wednesday, July 16, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Wednesday, July 16, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. 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/5265/155507-Df0w3Xx5v6/Combined Teacher TIP form and monthly meeting log.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

A. A teacher who receives an "ineffective" rating on his/her APPR shall be entitled to appeal the annual APPR rating, based upon a paper submission to the Superintendent or his/her designee who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided however, in the event that the Superintendent or his/her

designee served as an evaluator he or she shall not hear the appeal.

B. The basis for an appeal shall be limited to the following: (a) the substance of the APPR; (b) the District's adherence to the standards and methodologies required for such reviews; and (c) the District's adherence to the regulations and compliance with any locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the Teacher Improvement Plan (TIP).

C. A 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.

D. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

E. The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to teacher performance review. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review, except as otherwise authorized by law.

F. The appeal of the APPR must be commenced within ten (10) school days (exclusive of teachers' sick days) of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived. Upon receipt of the appeal, the Superintendent shall notify the building level administrator. The building level administrator shall have ten (10) school days from the date he/she was notified of the appeal by the Superintendent to submit a rebuttal.

G. The teacher will have an appeal panel that will consist of three administrators: two administrators selected by the NRTA and one administrator selected by the Superintendent. Such members may be rotated contingent on availability and the instructional level or area of the teacher bringing the appeal. The panel will review the appeal to determine if the evaluation should remain as ineffective or be assigned a new rating in the sixty percent (60%) portion of the evaluation. The panel will render a decision, either unanimous or split, within ten (10) school days of the receipt of the rebuttal. A unanimous decision of the panel shall be final and binding. If the panel is not unanimous as to a decision, the Superintendent shall review all materials and make a final and binding determination on the appeal within ten (10) school days upon receiving notification of a split decision by the panel. The total appeal will be completed within twenty (20) school days.

H. In the event that a tenured teacher receives a second consecutive ineffective APPR evaluation, the Superintendent shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher. Upon receipt of the appeal, the Superintendent shall notify the building level administrator. The building level administrator shall have ten (10) school days from the date he/she was notified of the appeal by the Superintendent to submit a rebuttal. The Superintendent shall render a decision within ten (10) school days of the receipt of the rebuttal. The decision of the Superintendent shall be final and binding in all regards.

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.

The Haverstraw-Stony Point CSD will comply with all requirements for the training and certification of lead evaluators. This commitment includes both the initial training of lead evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability.

The district has partnered with the Rockland BOCES network team to provide evaluator training in all nine required categories. A district leadership team composed of the Superintendent, Assistant Superintendent for Educational Services and Assistant Superintendent for Human Resources plus a principal representative for each level in our district (K-3, 4-6, 7-8, and 9-12) attends all Rockland BOCES lead evaluator training sessions in order to provide coaching or follow-up training as needed in the district for lead evaluators. This district leadership team then either provides turnkey training themselves or invites the Rockland BOCES network team to provide onsite training for all administrators. The district determined that all administrators who supervise teachers will receive initial certification and be re-certified as lead evaluators.

In order to ensure that the district leadership team is well trained, additional training opportunities provided by the LHRIC, P/NW and S/W BOCES are included when deeper background training is needed. In addition, since all Rockland BOCES districts except ours selected the Danielson/TEACHscape rubric, the district contracted directly with NYSUT's Education & Learning Trust (ELT) to obtain a consultant to provide a full week (40 hrs) of on-site training specific to the NYSUT rubric not available from Rockland BOCES in evidence-based observations.

Every administrators (district administrators, building principals and assistant principals) has participated in the NYSUT 40-hour calibration training for lead evaluator certification. This process requires that administrators score observations and submit their scoring for feedback and then for calibration.

The district will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

The Superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Now that the Rockland BOCES network team has been calibrated by SED, they will offer the re-certification training for our administrators. That training will be attended by the district leadership team, and then the Rockland BOCES network team, supported by the district leadership team, will offer re-certification training on site.

A total of 231.5 hours of core training in the nine required categories have been logged, using MyLearningPlan portfolios.

Additional training began February 2012 and has continued regularly over the summer and through the fall in : (1) the new Common Core Learning Standards curriculum in ELA and math; (2) oversight sessions in the design of SLO pre-assessments; (3) weekly update and planning meetings to administer and score SLO pre-assessments; and (4) target setting and SLO development. From Nov. '12 through May '13, we will continue to partner with P/NWBOCES to develop P/NW BOCES regional grade- and content-specific assessments for SLOs, including the development of scoring rubrics and the selection of anchor papers to calibrate scoring by teachers. Training in the use of OASYS software for development observation reports began last June and will continue through the 2012-13 for the benefit of lead evaluators.

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 Wednesday, November 05, 2014

Page 1

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

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

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

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):

4-6
7-8
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)/course(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 K-3	State assessment	Grade 3 NYS ELA and Math Assessment
Elementary K-3	District, regional, or BOCES-developed	District Developed Math and ELA Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Using data results from pre-assessments, principals working collaboratively with the Assistant Superintendent will set building-wide student growth goals for performance on the Grade 3 NYS ELA and Math Assessments and District developed Math and ELA Grade 2 assessment under the principal's supervision. Based on the percentage of students that meet their established growth targets, principals will be assigned
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0-20 points within the HEDI rating categories as identified on the chart entitled "Decision Making Chart for Goal Setting".

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached table.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached table.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached table.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached table.

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/12156/1393158-lha0DogRNw/83867819-Principal HEDI Bands Growth Measure Charts 20 Points_1.doc

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.

The local controls or adjustments for Comparable Growth Measures will be those used in State Growth measures (student prior academic history, students with disabilities, English language learners, students in poverty) because these factors have an impact on student achievement beyond the effectiveness of the classroom teacher.

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 Monday, October 13, 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
4-6	(d) measures used by district for teacher evaluation	Grade 4 NYS Science Assessment
7-8	(d) measures used by district for teacher evaluation	Grade 8 NYS Science Assessment
9-12	(d) measures used by district for teacher evaluation	Comprehensive 11th Grade ELA Regents Assessment

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Principals of grades 4-6 and 7-8, working collaboratively with the Assistant Superintendent, will set building-wide student achievement targets for performance on the Grade 4 and Grade 8 NYS Science Assessments, respectively . The 9-12 principal, working collaboratively with the Assistant Superintendent, will set building-wide student achievement targets for performance on the Comprehensive 11th Grade ELA Regents Assessment. Principals will be assigned 0-20 points within the HEDI rating categories based upon the percentage of students under their supervision who meet their established achievement targets. The attached chart entitled "Decision Making Chart for Goal Setting" illustrates the number of points principals will earn based on student achievement. We will use the Comprehensive English Regents in grades 9-12 until it is no longer being offered at which time we will transition to the Common Core English Exam.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or</p>	<p>see attached table</p>

achievement for grade/subject.

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

see attached table

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

see attached table

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

see attached table

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)

assets/survey-uploads/12190/1393159-8o9AH60arN/Principal HEDI Bands Local Measure of Student Achievement - 15 section 8.1 ud.doc

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

(No response)

8.2) 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-3	(i) Student Learning Objectives	Grade 2 ISIP Early Reading Assessments

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.	K-3 principals, working collaboratively with the Assistant Superintendent, will set building-wide student achievement targets for performance on the ISIP Early Reading Assessments. Principals will be assigned 0-20 points within the HEDI rating categories based upon the percentage of students under their supervision who meet their established achievement targets. The attached chart entitled "Decision Making Chart for Goal Setting" illustrates the number of points principals will earn based on student achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached chart
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	see attached chart

grade/subject.

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)

assets/survey-uploads/12190/1393159-pi29aiX4bL/Principal HEDI Bands Growth Measure Charts 20 Points 8.2_1.doc

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a 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.

The local controls or adjustments for Locally-Selected Measures will be those used in State Growth measures (student prior academic history, students with disabilities, English language learners, students in poverty) because these factors have an impact on student achievement beyond the effectiveness of the classroom teacher.

8.4) Principals with More Than One Locally Selected Measure

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

Not applicable

8.5) Assurances

Please check all of the boxes below:

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

based on the Standards of Educational and Psychological Testing.

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 Wednesday, July 16, 2014

Page 1

9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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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
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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](#)

(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)

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.

Domains 1, 2 and 3 for a total value of 46 points will be awarded based on the building visitations. The domains 4,5 and 6 and the remaining 14 points will be evaluated based on artifacts, documents and data.

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

[assets/survey-uploads/5143/155511-pMADJ4gk6R/Multidimensional Principal Performance Rubric - Appendix B_2.doc](#)

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.	Overall performance and documented results exceeds the expectation of the ISLLC 2008 Standards. The principal has earned the rating of 59-60 points on the Multi-Dimensional Principal Rubric. The District understands that all final HEDI scores will be assigned in whole numbers.
Effective: Overall performance and results meet standards.	Overall performance and documented results meets the expectation of the ISLLC 2008 Standards. The principal has earned the rating of 57-58 points on the Multi-Dimensional Principal Rubric. The District understands that all final HEDI scores will be assigned in whole numbers.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and documented results needs improving in order to meet the expectation of the ISLLC 2008 Standards. The principal has earned the rating of 49-56 points on the Multi-Dimensional Principal Rubric. The District understands that all final HEDI scores will be assigned in whole numbers.

Ineffective: Overall performance and results do not meet standards.

Overall performance and documented results does not meet the expectation of the ISLLC 2008 Standards. The principal has earned the rating of 0-48 points on the Multi-Dimensional Principal Rubric. The District understands that all final HEDI scores will be assigned in whole numbers.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

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

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 Wednesday, July 16, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

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, July 16, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/155514-Df0w3Xx5v6/Principal Improvement \(PIP\) Form.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Principals' Appeal Process

A. A principal who receives a composite score of "ineffective" on his/her APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to the Superintendent, who shall be trained in accordance with the requirements of the statute and regulations and also possesses a district-wide administrative certification. Appeals of annual professional performance reviews are

limited to those that rate a principal as Ineffective only.

B. In accordance with the law and regulations, a principal may only appeal the following in conjunction with his/her APPR:

- the substance of the APPR;
- the District's adherence to the standards and methodologies required for such reviews; and
- the District's adherence to the regulations and compliance with any locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the Principal Improvement Plan (PIP).

C. A 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.

D. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Except for the appeals brought pursuant to Paragraph H below, all appeals under this section shall be processed in accordance with Paragraphs F through G below.

E. Except for an appeal filed under Paragraph H below, an appeal of an APPR must be commenced within 10 school days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.

F. The Superintendent shall issue a decision on the appeal within 10 school days of the receipt of the appeal. The decision of the Superintendent shall be final and binding in all regards.

G. In the event a tenured principal receives and unsuccessfully appeals two consecutive Ineffective ratings, he/she may appeal the Superintendent's determination only in the event the District elects to pursue 3020-a charges based on pedagogical incompetence against the principal. In such event, a principal shall have the option to appeal the second ineffective rating directly to an independent arbitrator agreed to by the District and the NRAA. The sole issue before the arbitrator shall be whether or not the second consecutive ineffective rating should remain as ineffective. The tenured principal shall have 30 school days from receipt of written notification of the District's intent to proffer charges based upon pedagogical incompetence to file a demand for arbitration. The parties agree that at least ten days prior to the commencement of the hearing, witness lists and "relevant" discovery shall be exchanged. This shall not preclude either side from adding a witness' name to the list if it was unknown at the time the lists were exchanged. However, any new names added should be provided to opposing counsel as soon as possible after they become known. The arbitrator's decision shall be final and binding.

H. The agreed upon list of arbitrators shall be as follows: Louis Patack, Jeffrey Selchik, Susan MacKenzie and Ira Lobel. If none of the arbitrators are available to schedule the hearing within sixty (60) calendar days from the date the demand is filed, then either party may process the demand for arbitration with the American Arbitration Association. Alternatively, the parties may agree to the selection of another arbitrator. The cost of arbitration shall be borne equally by both parties, regardless of outcome. A decision by the selected arbitrator shall be issued within sixty (60) calendar days from the date the arbitration concluded. An arbitration proceeding will begin within sixty (60) days of the receipt of the demand.

I. The appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all appeals related to a principal's performance review. However, a principal will not be precluded from challenging the issuance of his/her first "ineffective" rating in a 3020-a hearing.

J. A principal may not resort to any contractual grievance procedures for the resolution of appeals related to a professional performance review, except as otherwise authorized by 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.

The Haverstraw-Stony Point CSD will comply with all requirements for the training and certification of lead evaluators. This commitment includes both the initial training of lead evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rate reliability. The district has partnered with the Rockland BOCES network team to provide evaluator training in all nine required categories.

June 14 and 18, 2012, administrators were trained in the Multi-Dimensional Principal Practice Rubric by the rubric's author Joanne

Picone-Zocchia (LCI) at Rockland BOCES. Continued training in the 9 areas of certification for lead evaluators and re-calibration of lead evaluators of principals will be provided annually by the Rockland BOCES network team. During the 2012-13 school year, training dates are scheduled for January 17, March 21 and May, 2013.

The Superintendent and Assistant Superintendent for Educational Services were trained by Giselle Martin-Kniep on the legal requirements of gathering evidence of the ISLLC standards on Long Island in spring 2012.

Additional calibration for the lead evaluator for principals is offered by P/NW School Leadership Center in 2012-13.

Lead evaluators for principals will participate in a minimum of 40 hours of calibration training for lead evaluator certification.

The district will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Now that the Rockland BOCES network team has been calibrated by SED, they will offer the re-certification training for our administrators. That training will be attended by the lead evaluators for principals, and then the Rockland BOCES network team will offer re-certification training.

Additional training began February 2012 and has continued regularly over the summer and through the fall in the new Common Core Learning Standards curriculum in ELA and math; oversight sessions in the design of SLO pre-assessments; weekly update and planning meetings to administer and score SLO pre-assessments; target setting and SLO development. From Nov. '12 through May '13, we will continue to partner with P/NWBOCES to develop P/NW BOCES regional End of Year Benchmark Assessments for SLOs, including the development of scoring rubrics and the selection of anchor papers to calibrate scoring by teachers. Training in the use of OASYS software for development observation reports began last June and will continue through the 2012-13 for the benefit of lead evaluators.

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

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Updated Wednesday, July 16, 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/5581/154726-3Uqgn5g9Iu/District Certification Form with Signatures - January 3, 2013.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.

Student Learning Objectives – Growth Measure Charts 20 Points

Goal Setting:

The district will assure that a Growth Target is defined that is rigorous.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, as well as, principal and his/her evaluator, will use the chart for identifying the percent of students that will achieve a goal.

To Use:

- 1) Find the % SWD and % ELL.
- 2) Find the % Poverty.
- 3) Use the lowest % Goal identified between the two.

% SWD and/or % ELL	% Goal	% Poverty
NO SWD or ELL	80%	29% or less
29% to 1%	75%	30 to 59%
30 to 39%	70%	60 to 69%
40 to 49 %	65%	70 to 79%
50 to 59%	60%	80 to 89%
60 to 74 %	55%	90 to 99%
75% or greater	50%	100%

Haverstraw-Stony Point Central School District

HEDI Bands

80% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-17%	18-34%	35-37%	38-41%	42-45%	46-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-75%	76-79%	80-82%	83-85%	86-88%	89-90%	91-93%	94-96%	97-98%	99-100%

75% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-15%	16-31%	32-34%	35-38%	39-42%	43-46%	47-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-74%	75-78%	79-81%	82-85%	86-88%	89-92%	93-95%	96-98%	99-100%

70% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-13%	14-28%	29-31%	32-35%	36-39%	40-42%	43-46%	47-50%	51-54%	55-57%	58-61%	62-65%	66-69%	70-73%	74-78%	79-82%	83-86%	87-90%	91-95%	96-98%	99-100%

65% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-12%	13-25%	26-28%	29-32%	33-35%	36-39%	40-42%	43-46%	47-49%	50-53%	54-57%	58-60%	61-64%	65-69%	70-74%	75-79%	80-84%	85-89%	90-94%	95-98%	99-100%

60% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-11%	12-22%	23-25%	26-28%	29-32%	33-35%	36-38%	39-42%	43-45%	46-49%	50-52%	53-55%	56-59%	60-65%	66-70%	71-76%	77-82%	83-88%	89-93%	94-98%	99-100%

55% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-9%	10-19%	20-22%	23-25%	26-28%	29-32%	33-35%	36-38%	39-41%	42-44%	45-47%	48-51%	52-54%	55-60%	61-67%	68-73%	74-80%	81-86%	87-93%	94-98%	99-100%

50% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-7%	8-16%	17-19%	20-22%	23-25%	26-28%	29-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	50-56%	57-63%	64-70%	71-78%	79-85%	86-92%	93-98%	99-100%

*When calculating the percent of students who achieved the goal, round to the nearest whole number. Greater or equal to .5 round up / Less than .5 round down.

State Growth Model/SLO				
Locally Selected Measure				

Strategies for Implementing the Plan:

Signature of Evaluator(s)

Date

Signature of Teacher

Date

When the value added measure is implemented the following conversions will be used for the 25 point scale:

	25 Point Conversion	20 pt. conversion
Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	16
	18	16
	17	15
	16	15
	15	14
	14	13
	13	12
	12	11
Developing	11	10
	10	9
	9	8
	8	8
	7	7
	6	6
	5	5
Ineffective	4	4
	3	3
	2	2
	1	1
	0	0

Teacher HEDI Local Measure of Student Achievement – 15 Points

Goal Setting:

The district will assure that an Achievement Target is defined that is rigorous.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, as well as, teacher and his/her evaluator, will use the chart for identifying the percent of students that will achieve a goal.

To Use:

- 1) Find the % SWD and % ELL.
- 2) Find the % Poverty.
- 3) Use the lowest % Goal identified between the two.

% SWD and/or % ELL	% Goal	% Poverty
NO SWD or ELL	80%	29% or less
29% to 1%	75%	30 to 59%
30 to 39%	70%	60 to 69%
40 to 49 %	65%	70 to 79%
50 to 59%	60%	80 to 89%
60 to 74 %	55%	90 to 99%
75% or greater	50%	100%

**Haverstraw-Stony Point Central School District
HEDI Bands**

80% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-17%	18-34%	35-37%	38%	39-40%	41%	42-54%	55-58%	59-62%	63-66%	67-71%	72-75%	76-79%	80-89%	90-96%	97-100%

75% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-15%	16-31%	32-34%	35-38%	39-43%	44-47%	48-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-74%	75-83%	84-96%	97-100%

70% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-13%	14-28%	29-31%	32-35%	36-39%	40-43%	44-46%	47-50%	51-54%	55-58%	59-61%	62-65%	66-69%	70-80%	81-97%	98-100%

65% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-12%	13-25%	26-28%	29-32%	33-36%	37-40%	41-42%	43-46%	47-50%	51-53%	54-57%	58-60%	61-64%	65-78%	79-96%	97-100%

60% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-11%	12-22%	23-25%	26-29%	30-32%	33-36%	37-39%	40-42%	43-45%	46-49%	50-52%	53-56%	57-59%	60-76%	77-97%	98-100%

55% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-9%	10-19%	20-22%	23-25%	26-29%	30-32%	33-35%	36-38%	39-41%	42-44%	45-48%	49-51%	52-54%	55-73%	74-95%	96-100%

50% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-7%	8-16%	17-19%	20-22%	23-26%	27-29%	30-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	50-74%	75-95%	96-100%

*When calculating the percent of students who achieved the goal, round to the nearest whole number. Greater or equal to .5 round up / Less than .5 round down.

State Growth Model/SLO															
Locally Selected Measure															

Strategies for Implementing the Plan:

Signature of Evaluator(s)

Date

Signature of Principal

Date

Note: The 20 point scale chart in section 3.13 will be used until the value added measure is implemented.

Teacher HEDI Local Measure of Student Achievement – 20 Points For All Other Teachers

Goal Setting:

The district will assure that an Achievement Target is defined that is rigorous.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, as well as, principal and his/her evaluator, will use the chart for identifying the percent of students that will achieve a goal.

To Use:

- 1) Find the % SWD and % ELL.
- 2) Find the % Poverty.
- 3) Use the lowest % Goal identified between the two.

% SWD and/or % ELL	% Goal	% Poverty
NO SWD or ELL	80%	29% or less
29% to 1%	75%	30 to 59%
30 to 39%	70%	60 to 69%
40 to 49 %	65%	70 to 79%
50 to 59%	60%	80 to 89%
60 to 74 %	55%	90 to 99%
75% or greater	50%	100%

**Haverstraw-Stony Point Central School District
HEDI Bands**

80% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-17%	18-34%	35-37%	38-41%	42-45%	46-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-75%	76-79%	80-82%	83-85%	86-88%	89-90%	91-93%	94-96%	97-98%	99-100%

75% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-15%	16-31%	32-34%	35-38%	39-42%	43-46%	47-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-74%	75-78%	79-81%	82-85%	86-88%	89-92%	93-95%	96-98%	99-100%

70% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-13%	14-28%	29-31%	32-35%	36-39%	40-42%	43-46%	47-50%	51-54%	55-57%	58-61%	62-65%	66-69%	70-73%	74-78%	79-82%	83-86%	87-90%	91-95%	96-98%	99-100%

65% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-12%	13-25%	26-28%	29-32%	33-35%	36-39%	40-42%	43-46%	47-49%	50-53%	54-57%	58-60%	61-64%	65-69%	70-74%	75-79%	80-84%	85-89%	90-94%	95-98%	99-100%

60% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-11%	12-22%	23-25%	26-28%	29-32%	33-35%	36-38%	39-42%	43-45%	46-49%	50-52%	53-55%	56-59%	60-65%	66-70%	71-76%	77-82%	83-88%	89-93%	94-98%	99-100%

55% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-9%	10-19%	20-22%	23-25%	26-28%	29-32%	33-35%	36-38%	39-41%	42-44%	45-47%	48-51%	52-54%	55-60%	61-67%	68-73%	74-80%	81-86%	87-93%	94-98%	99-100%

50% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-7%	8-16%	17-19%	20-22%	23-25%	26-28%	29-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	50-56%	57-63%	64-70%	71-78%	79-85%	86-92%	93-98%	99-100%

*When calculating the percent of students who achieved the goal, round to the nearest whole number. Greater or equal to .5 round up / Less than .5 round down.

State Growth Model/SLO																				
Locally Selected Measure																				

Strategies for Implementing the Plan:

Signature of Evaluator(s)

Date

Signature of Teacher

Date

Haverstraw-Stony Point Central School District

Teacher Improvement Plan

Teacher's Name _____ Administrator's Name _____

School _____

Date of Related APPR Evaluation _____

Date of Development Meeting _____

Union Representative Present: _____ Yes _____ No

_____ Representation Waived

If present, name of Union Representative _____

Duration of TIP _____

<u>Teaching Standard</u>	<u>Areas in Need of Improvement</u>	<u>Differentiated Activities that will Support Improvement</u>	<u>Manner of Assessment</u>

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

Haverstraw-Stony Point Central School District

Teacher Improvement Plan

Final Meeting

Teacher's Name _____

Administrator's Name _____

School _____

Date of Related APPR Evaluation _____

Date of Final _____

Union Representative Present: _____ Yes _____ No

_____ Representation Waived

If present, name of Union Representative _____

_____ Has successfully completed TIP.

_____ Has not successfully met the expectations of the TIP.

Administrator's Comments:

Signature _____

Teacher's Comments:

Signature _____

Monthly Log of TIP Progress Meetings

<i>Date</i>	<i>Attendees</i>	<i>Summary of Progress Meeting</i>	<i>Teacher Initials</i>	<i>Admin. Initials</i>

**Principal HEDI
Student Learning Objectives – Growth Measure Charts 20 Points**

Goal Setting:

The district will assure that a Growth Target is defined that is rigorous.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, as well as, principal and his/her evaluator, will use the chart for identifying the percent of students that will achieve a goal.

To Use:

- 1) Find the % SWD and % ELL.
- 2) Find the % Poverty.
- 3) Use the lowest % Goal identified between the two.

% SWD and/or % ELL	% Goal	% Poverty
NO SWD or ELL	80%	29% or less
29% to 1%	75%	30 to 59%
30 to 39%	70%	60 to 69%
40 to 49 %	65%	70 to 79%
50 to 59%	60%	80 to 89%
60 to 74 %	55%	90 to 99%
75% or greater	50%	100%

**Haverstraw-Stony Point Central School District
HEDI Bands**

80% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-17%	18-34%	35-37%	38-41%	42-45%	46-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-75%	76-79%	80-82%	83-85%	86-88%	89-90%	91-93%	94-96%	97-98%	99-100%

75% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-15%	16-31%	32-34%	35-38%	39-42%	43-46%	47-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-74%	75-78%	79-81%	82-85%	86-88%	89-92%	93-95%	96-98%	99-100%

70% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-13%	14-28%	29-31%	32-35%	36-39%	40-42%	43-46%	47-50%	51-54%	55-57%	58-61%	62-65%	66-69%	70-73%	74-78%	79-82%	83-86%	87-90%	91-95%	96-98%	99-100%

65% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-12%	13-25%	26-28%	29-32%	33-35%	36-39%	40-42%	43-46%	47-49%	50-53%	54-57%	58-60%	61-64%	65-69%	70-74%	75-79%	80-84%	85-89%	90-94%	95-98%	99-100%

60% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-11%	12-22%	23-25%	26-28%	29-32%	33-35%	36-38%	39-42%	43-45%	46-49%	50-52%	53-55%	56-59%	60-65%	66-70%	71-76%	77-82%	83-88%	89-93%	94-98%	99-100%

55% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-9%	10-19%	20-22%	23-25%	26-28%	29-32%	33-35%	36-38%	39-41%	42-44%	45-47%	48-51%	52-54%	55-60%	61-67%	68-73%	74-80%	81-86%	87-93%	94-98%	99-100%

50% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-7%	8-16%	17-19%	20-22%	23-25%	26-28%	29-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	50-56%	57-63%	64-70%	71-78%	79-85%	86-92%	93-98%	99-100%

*When calculating the percent of students who achieved the goal, round to the nearest whole number. Greater or equal to .5 round up / Less than .5 round down.

State Growth Model/SLO																					
Locally Selected Measure																					

Strategies for Implementing the Plan:

Signature of Evaluator(s)

Date

Signature of Principal

Date

Principal HEDI Local Measure of Student Achievement – 15 Points

Goal Setting:

The district will assure that an Achievement Target is defined that is rigorous.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, as well as, principal and his/her evaluator, will use the chart for identifying the percent of students that will achieve a goal.

To Use:

- 1) Find the % SWD and % ELL.
- 2) Find the % Poverty.
- 3) Use the lowest % Goal identified between the two.

% SWD and/or % ELL	% Goal	% Poverty
NO SWD or ELL	80%	29% or less
29% to 1%	75%	30 to 59%
30 to 39%	70%	60 to 69%
40 to 49 %	65%	70 to 79%
50 to 59%	60%	80 to 89%
60 to 74 %	55%	90 to 99%
75% or greater	50%	100%

**Haverstraw-Stony Point Central School District
HEDI Bands**

80% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-17%	18-34%	35-37%	38%	39-40%	41%	42-54%	55-58%	59-62%	63-66%	67-71%	72-75%	76-79%	80-89%	90-96%	97-100%

75% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-15%	16-31%	32-34%	35-38%	39-43%	44-47%	48-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-74%	75-83%	84-96%	97-100%

70% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-13%	14-28%	29-31%	32-35%	36-39%	40-43%	44-46%	47-50%	51-54%	55-58%	59-61%	62-65%	66-69%	70-80%	81-97%	98-100%

65% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-12%	13-25%	26-28%	29-32%	33-36%	37-40%	41-42%	43-46%	47-50%	51-53%	54-57%	58-60%	61-64%	65-78%	79-96%	97-100%

60% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-11%	12-22%	23-25%	26-29%	30-32%	33-36%	37-39%	40-42%	43-45%	46-49%	50-52%	53-56%	57-59%	60-76%	77-97%	98-100%

55% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-9%	10-19%	20-22%	23-25%	26-29%	30-32%	33-35%	36-38%	39-41%	42-44%	45-48%	49-51%	52-54%	55-73%	74-95%	96-100%

50% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-7%	8-16%	17-19%	20-22%	23-26%	27-29%	30-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	50-74%	75-95%	96-100%

*When calculating the percent of students who achieved the goal, round to the nearest whole number. Greater or equal to .5 round up / Less than .5 round down.

State Growth Model/SLO															
Locally Selected Measure															

Strategies for Implementing the Plan:

Signature of Evaluator(s)

Date

Signature of Principal

Date

Note: The 20 point scale chart in section 8.2 will be used until the value added measure is implemented.

**Principal HEDI
Student Learning Objectives – Growth Measure Charts 20 Points**

Goal Setting:

The district will assure that an Achievement Target is defined that is rigorous.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, as well as, principal and his/her evaluator, will use the chart for identifying the percent of students that will achieve a goal.

To Use:

- 1) Find the % SWD and % ELL.
- 2) Find the % Poverty.
- 3) Use the lowest % Goal identified between the two.

% SWD and/or % ELL	% Goal	% Poverty
NO SWD or ELL	80%	29% or less
29% to 1%	75%	30 to 59%
30 to 39%	70%	60 to 69%
40 to 49 %	65%	70 to 79%
50 to 59%	60%	80 to 89%
60 to 74 %	55%	90 to 99%
75% or greater	50%	100%

**Haverstraw-Stony Point Central School District
HEDI Bands**

80% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-17%	18-34%	35-37%	38-41%	42-45%	46-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-75%	76-79%	80-82%	83-85%	86-88%	89-90%	91-93%	94-96%	97-98%	99-100%

75% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-15%	16-31%	32-34%	35-38%	39-42%	43-46%	47-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-74%	75-78%	79-81%	82-85%	86-88%	89-92%	93-95%	96-98%	99-100%

70% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-13%	14-28%	29-31%	32-35%	36-39%	40-42%	43-46%	47-50%	51-54%	55-57%	58-61%	62-65%	66-69%	70-73%	74-78%	79-82%	83-86%	87-90%	91-95%	96-98%	99-100%

65% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-12%	13-25%	26-28%	29-32%	33-35%	36-39%	40-42%	43-46%	47-49%	50-53%	54-57%	58-60%	61-64%	65-69%	70-74%	75-79%	80-84%	85-89%	90-94%	95-98%	99-100%

60% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-11%	12-22%	23-25%	26-28%	29-32%	33-35%	36-38%	39-42%	43-45%	46-49%	50-52%	53-55%	56-59%	60-65%	66-70%	71-76%	77-82%	83-88%	89-93%	94-98%	99-100%

55% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-9%	10-19%	20-22%	23-25%	26-28%	29-32%	33-35%	36-38%	39-41%	42-44%	45-47%	48-51%	52-54%	55-60%	61-67%	68-73%	74-80%	81-86%	87-93%	94-98%	99-100%

50% Goal

INEFFECTIVE			DEVELOPING						EFFECTIVE							HIGHLY EFFECTIVE				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-7%	8-16%	17-19%	20-22%	23-25%	26-28%	29-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	50-56%	57-63%	64-70%	71-78%	79-85%	86-92%	93-98%	99-100%

*When calculating the percent of students who achieved the goal, round to the nearest whole number. Greater or equal to .5 round up / Less than .5 round down.

State Growth Model/SLO					
Locally Selected Measure					

Strategies for Implementing the Plan:

Signature of Evaluator(s)

Date

Signature of Principal

Date

HAVERSTRAW – STONY POINT CENTRAL SCHOOL DISTRICT

APPENDIX B

MULTIDIMENSIONAL PRINCIPAL PERFORMANCE RUBRIC	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
		96% of HE	82.5% of HE	0% of HE
DOMAIN 1: Shared Vision of Learning				
a. Culture	3.5	3.36	2.89	0
b. Sustainability	3.5	3.36	2.89	0
DOMAIN 2: School Culture and Instructional program				
a. Culture	4	3.84	3.30	0
b. Instructional Program	5	4.8	4.13	0
c. Capacity Building	5	4.8	4.13	0
d. Sustainability	4	3.84	3.30	0
e. Strategic Planning Process	4	3.84	3.30	0
DOMAIN 3: Safe, Efficient, Effective Learning Environment				
a. Capacity Building	4	3.84	3.30	0
b. Culture	4	3.84	3.30	0
c. Sustainability	4	3.84	3.30	0
d. Instructional Program	5	4.8	4.13	0
DOMAIN 4: Community				
a. Strategic Planning Process: Inquiry	3	2.88	2.48	0
b. Culture	2	1.92	1.65	0
c. Sustainability	2	1.92	1.65	0
DOMAIN 5: Integrity Fairness, Ethics				
a. Sustainability	2.5	2.4	2.06	0
b. Culture	2.5	2.4	2.06	0
DOMAIN 6: Political, Social, Economic, Legal and Cultural				
a. Sustainability	1	0.96	0.83	0
b. Culture	1	0.96	0.83	0
TOTAL	60	57.60	49.50	0

The District understands that all final HEDI scores will be assigned in whole numbers.

Rating	Point Range
Highly Effective	59-60
Effective	57-58
Developing	49-56
Ineffective	0-48

Haverstraw – Stony Point C.S.D. Principal Improvement Plan

Principal: _____ Evaluator: _____

School Building: _____ Academic Year: _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and accessible resources, including identification of responsibility for provision:

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

Meeting 1:

Meeting 2:

Meeting 3:

Meeting 4:

Evidence to be provided for goal achievement:

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

NYSUT-TED					
Multiple Observations Conversion					
		Observation 1	Observation 2	Observation 3	Observation 4
Standard 1: Knowledge of Students and Student Learning					
	1.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.				
	1.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.				
	1.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of				
	1.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.				
	1.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.				
	1.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning				
Standard II: Knowledge of Content and Instructional Planning					
	II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry,				
	disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.structures and current developments within their discipline(s).				
	II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.				
	II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple				
	II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.				
	II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals				
Standard III: Instructional Practice					

	III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning				
	III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.				
	III.3: Teachers set high expectations and create challenging learning experiences for students.				
	III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement				
	III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology				
	III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.				
Standard IV: Learning Environment					
	IV:1 Teachers create a mutually respectful, safe and supportive learning environment that is inclusive of every student				
	IV:2 Teachers create an intellectually challenging and stimulating learning environment				
	IV:3 Teachers manage the learning environment for the effective operation of the classroom				
	IV: Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment				
Standard V: Assessment for Student Learning					
	V:1 Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth				
	V:2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction				
	V:3 Teachers communicate information about various components of the assessment system				
	V:4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan accordingly				
	V:5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated				

Standard VI: Professional Responsibilities and Collaboration					
	VI:1 Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning				
	VI:2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning				
	VI:3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success				
	VI:4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations				
	VI:5 Teachers understand and comply with relevant laws and policies as related to students' rights' and teachers' responsibilities				
Standard VII: Professional Growth					
	VII:1 Teachers reflect on their practice to improve instructional effectiveness and guide to professional growth				
	VII:2 Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies				
	VII:3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice				
	VII:4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources				

	#DIV/0!	-
	#DIV/0!	-

Conversion Flow Chart			
		Step 1	Step 2
		Determine Relative Value of Each Domain (hypo-to be negotiated)	Determine Relative Value of Each SubDomain as part of the Domain (hypo-to be negotiated)
Standard 1: Knowledge of Students and Student Learning		10%	
	1.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.		10%
	1.2: Teachers demonstrate current, research-based knowledge of learning and language acquisition theories and processes.		20%
	1.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of		20%
	1.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.		15%
	1.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.		15%
	1.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning		20%
		Total	100%
Standard II: Knowledge of Content and Instructional Planning		15%	
	II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry,		20%
	II.2: Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.structures and current developments within their discipline(s).		15%
	II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.		15%
	II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple		20%
	II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.		15%
	II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals		15%
		Total	100%

Standard III: Instructional Practice		20%	
	III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning		20%
	III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.		10%
	III.3: Teachers set high expectations and create challenging learning experiences for students.		10%
	III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement		20%
	III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology		20%
	III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.		20%
		Total	100%
Standard IV: Learning Environment		20%	
	IV:1 Teachers create a mutually respectful, safe and supportive learning environment that is inclusive of every student		30%
	IV:2 Teachers create an intellectually challenging and stimulating learning environment		15%
	IV:3 Teachers manage the learning environment for the effective operation of the classroom		30%
	IV: Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment		25%
		Total	100%
Standard V: Assessment for Student Learning		15%	
	V:1 Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth		20%
	V:2 Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction		25%
	V:3 Teachers communicate information about various components of the assessment system		15%
	V:4 Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan accordingly		15%
	V:5 Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated		25%
		Total	100%
Standard VI: Professional Responsibilities and Collaboration		10%	

	VI:1 Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning		15%
	VI:2 Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning		25%
	VI:3 Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success		20%
	VI:4 Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations		20%
	VI:5 Teachers understand and comply with relevant laws and policies as related to students' rights' and teachers' responsibilities		20%
		Total	100%
Standard VII: Professional Growth			10%
	VII:1 Teachers reflect on their practice to improve instructional effectiveness and guide to professional growth		25%
	VII:2 Teachers set goals for and engage in ongoing professional development needed to continuously improve teaching competencies		25%
	VII:3 Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice		25%
	VII:4 Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources		25%
		Total	100%
Domain: Other			
	Total		100%

Note 1: Remember: The evaluation component must be at least 31 of the 60 points, or 50% of the rubric

Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	
Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I) HYPO	Weigh Subdomain Scores	Total Domain Score	Weigh Total Domain Score and Compute Score	Negotiate HEDI Bands	Negotiate Conversion Chart		Locate HYPO
				H=59-60	Average Rubric Score	Conversion Score	0
	0			E=57-58	1	0	
	0			D=50-56	1.1	12	
	0			I=0-49	1.2	25	
	0				1.3	37	
	0				1.4	49	
	0				1.5	50	
		0	0		1.6	50.7	
					1.7	51.4	
	0				1.8	52.1	
	0				1.9	52.8	
	0				2	53.5	
	0				2.1	54.2	
	0				2.2	54.9	
	0				2.3	55.6	
		0	0		2.4	56.3	

					2.5	57	
	0				2.6	57.2	
	0				2.7	57.4	
	0				2.8	57.6	
	0				2.9	57.8	
	0				3	58	
	0				3.1	58.2	
		0	0		3.2	58.4	
					3.3	58.6	
	0				3.4	58.8	
	0				3.5	59	
	0				3.6	59.3	
	0				3.7	59.5	
		0	0		3.8	59.8	
					3.9	60	
	0				4	60.25 (round to 60)	
	0						
	0						
	0						
	0						
		0	0				

	0						
	0						
	0						
	0						
	0						
		0	0				
	0						
	0						
	0						
	0						
		0	0				
			0				
	Evaluation Score		0				

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Fleeta Eckert 1/3/13

Teachers Union President Signature: Date:

Robin A. Burdick 1-3-13

Administrative Union President Signature: Date: 1/3/13

John T. Murphy

Board of Education President Signature: Date: 1/3/13

Deborah J. Satter