



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

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

September 11, 2012

Dr. Brian Monahan, Interim Superintendent
Hendrick Hudson School District
61 Trolley Road
Montrose, NY 10548

Dear Superintendent Monahan:

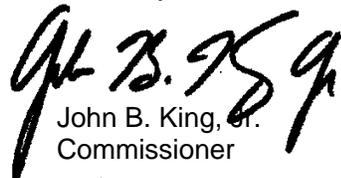
Congratulations. I am pleased to inform you that your multi-year (2012-2015) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

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

Thank you again for your hard work.

Sincerely,



John B. King, Sr.
Commissioner

c: James T. Langlois

NOTE: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 10, 2012

Updated Friday, August 17, 2012

1

Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

660203060000

1.2) School District Name:

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

HENDRICK HUDSON CSD

1.3) School Improvement Grant (SIG) Districts Only

SIG districts only: Indicate whether this APPR plan is for SIG schools only or for the entire district. Other districts and BOCES, please skip this question.

Not applicable

1.4) Award Classification

Please check if the district has applied for and/or has been awarded any of the following (if applicable):

(No response)

1.5) Assurances

Please check all of the boxes below:

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

1.6) Is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan?

Re-submission to address deficiencies

1.7) Is this submission for an annual or multi-year plan?

If the plan is multi-year, please write the years that are included.

2012 - 2015

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

Created Thursday, May 10, 2012

Updated Friday, August 17, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

2.1) Assurances Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
2.1) Assurances Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMS Web
1	State-approved 3rd party assessment	AIMS Web
2	State-approved 3rd party assessment	AIMS Web

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to
--	--

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>establish baseline data.</p> <p>A pre-assessment will be developed at the beginning of the interval time defined in the Student Learning Objective. The student results will be recorded at the building level; teachers will not score the papers of the students in the Student Learning Objective population.</p> <p>A post assessment will be administered within the interval determined. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the Student Learning Objective which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the Student Learning Objective development process.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	<p>85% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>18 points - 85-89%</p> <p>19 points - 90-94%</p> <p>20 points - 95-100%</p>
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	<p>75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>9 points: 75%</p> <p>10 points: 76%</p> <p>11 points: 77%</p> <p>12 points: 78%</p> <p>13 points: 79%</p> <p>14 points: 80%</p> <p>15 points: 81%</p> <p>16 points: 82%</p> <p>17 points: 83-84%</p>
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	<p>60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>3 points: 60-61%</p> <p>4 points: 62-63%</p> <p>5 points: 64-66%</p> <p>6 points: 67-69%</p> <p>7 points: 70-72%</p> <p>8 points: 73-74%</p>
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	<p>Less than 60% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>0 points: 0-49%</p> <p>1 point: 50-54%</p> <p>2 points: 55-59%</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMS Web
1	State-approved 3rd party assessment	AIMS Web
2	State-approved 3rd party assessment	AIMS Web

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>A pre-assessment will be developed at the beginning of the interval time defined in the Student Learning Objective. The student results will be recorded at the building level; teachers will not score the papers of the students in the Student Learning Objective population.</p> <p>A post assessment will be administered within the interval determined. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the Student Learning Objective which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the Student Learning Objective development process.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	<p>85% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>18 points - 85-89%</p> <p>19 points - 90-94%</p> <p>20 points - 95-100%</p>
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	<p>75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>9 points: 75%</p> <p>10 points: 76%</p> <p>11 points: 77%</p> <p>12 points: 78%</p> <p>13 points: 79%</p> <p>14 points: 80%</p> <p>15 points: 81%</p> <p>16 points: 82%</p> <p>17 points: 83-84%</p>
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	<p>60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>3 points: 60-61%</p> <p>4 points: 62-63%</p> <p>5 points: 64-66%</p> <p>6 points: 67-69%</p> <p>7 points: 70-72%</p> <p>8 points: 73-74%</p>
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	<p>Less than 60% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>0 points: 0-49%</p> <p>1 point: 50-54%</p> <p>2 points: 55-59%</p>

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Hendrick Hudson Science 6 Assessment
7	District, regional or BOCES-developed assessment	Hendrick Hudson Science 7 Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>A pre-assessment will be developed at the beginning of the interval time defined in the Student Learning Objective. The student results will be recorded at the building level; teachers will not score the papers of the students in the Student Learning Objective population.</p> <p>A post assessment will be administered within the interval determined. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the Student Learning Objective which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the Student Learning Objective development process.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	<p>85% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>18 points - 85-89%</p> <p>19 points - 90-94%</p> <p>20 points - 95-100%</p>
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	<p>75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>9 points: 75%</p> <p>10 points: 76%</p> <p>11 points: 77%</p> <p>12 points: 78%</p> <p>13 points: 79%</p> <p>14 points: 80%</p> <p>15 points: 81%</p> <p>16 points: 82%</p> <p>17 points: 83-84%</p>
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	<p>60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>3 points: 60-61%</p> <p>4 points: 62-63%</p> <p>5 points: 64-66%</p> <p>6 points: 67-69%</p>

7 points: 70-72%
8 points: 73-74%

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

Less than 60% of the students achieve or exceed the target determined in the Student Learning Objective.

0 points: 0-49%
1 point: 50-54%
2 points: 55-59%

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Hendrick Hudson Social Studies 6 Assessment
7	District, regional or BOCES-developed assessment	Hendrick Hudson Social Studies 7 Assessment
8	District, regional or BOCES-developed assessment	Hendrick Hudson Social Studies 8 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.
A pre-assessment will be developed at the beginning of the interval time defined in the Student Learning Objective. The student results will be recorded at the building level; teachers will not score the papers of the students in the Student Learning Objective population.
A post assessment will be administered within the interval determined. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the Student Learning Objective which will be approved by the principal according to the district criteria defined for each cut point, as follows.
The Assistant Superintendent for Curriculum and Instruction will oversee the Student Learning Objective development process.

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

85% of the students achieve or exceed the target determined in the Student Learning Objective.

18 points - 85-89%
19 points - 90-94%
20 points - 95-100%

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

75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.

9 points: 75%
10 points: 76%
11 points: 77%
12 points: 78%
13 points: 79%
14 points: 80%
15 points: 81%
16 points: 82%

	17 points: 83-84%
Developing (3 - 8 points) Results are below District goals for similar students.	60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective. 3 points: 60-61% 4 points: 62-63% 5 points: 64-66% 6 points: 67-69% 7 points: 70-72% 8 points: 73-74%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 60% of the students achieve or exceed the target determined in the Student Learning Objective. 0 points: 0-49% 1 point: 50-54% 2 points: 55-59%

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Hendrick Hudson Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>A pre-assessment will be developed at the beginning of the interval time defined in the Student Learning Objective. The student results will be recorded at the building level; teachers will not score the papers of the students in the Student Learning Objective population.</p> <p>A post assessment will be administered within the interval determined. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the Student Learning Objective which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the Student Learning Objective development process.</p>
---	---

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% of the students achieve or exceed the target determined in the Student Learning Objective. 18 points - 85-89% 19 points - 90-94% 20 points - 95-100%
Effective (9 - 17 points) Results meet District goals for similar students.	75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective. 9 points: 75% 10 points: 76% 11 points: 77% 12 points: 78% 13 points: 79% 14 points: 80% 15 points: 81% 16 points: 82% 17 points: 83-84%
Developing (3 - 8 points) Results are below District goals for similar students.	60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective. 3 points: 60-61% 4 points: 62-63% 5 points: 64-66% 6 points: 67-69% 7 points: 70-72% 8 points: 73-74%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Less than 60% of the students achieve or exceed the target determined in the Student Learning Objective. 0 points: 0-49% 1 point: 50-54% 2 points: 55-59%

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data. A pre-assessment will be developed at the beginning of the
---	---

interval time defined in the Student Learning Objective. The student results will be recorded at the building level; teachers will not score the papers of the students in the Student Learning Objective population.

A post assessment will be administered within the interval determined. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the Student Learning Objective which will be approved by the principal according to the district criteria defined for each cut point, as follows.

The Assistant Superintendent for Curriculum and Instruction will oversee the Student Learning Objective development process.

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

85% of the students achieve or exceed the target determined in the Student Learning Objective.
 18 points - 85-89%
 19 points - 90-94%
 20 points - 95-100%

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

75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.
 9 points: 75%
 10 points: 76%
 11 points: 77%
 12 points: 78%
 13 points: 79%
 14 points: 80%
 15 points: 81%
 16 points: 82%
 17 points: 83-84%

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

60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.
 3 points: 60-61%
 4 points: 62-63%
 5 points: 64-66%
 6 points: 67-69%
 7 points: 70-72%
 8 points: 73-74%

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

Less than 60% of the students achieve or exceed the target determined in the Student Learning Objective.
 0 points: 0-49%
 1 point: 50-54%
 2 points: 55-59%

2.8) High School Math Regents Courses

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>A pre-assessment will be developed at the beginning of the interval time defined in the Student Learning Objective. The student results will be recorded at the building level; teachers will not score the papers of the students in the Student Learning Objective population.</p> <p>A post assessment will be administered within the interval determined. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the Student Learning Objective which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the Student Learning Objective development process.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>18 points - 85-89%</p> <p>19 points - 90-94%</p> <p>20 points - 95-100%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>9 points: 75%</p> <p>10 points: 76%</p> <p>11 points: 77%</p> <p>12 points: 78%</p> <p>13 points: 79%</p> <p>14 points: 80%</p> <p>15 points: 81%</p> <p>16 points: 82%</p> <p>17 points: 83-84%</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>3 points: 60-61%</p> <p>4 points: 62-63%</p> <p>5 points: 64-66%</p> <p>6 points: 67-69%</p> <p>7 points: 70-72%</p> <p>8 points: 73-74%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Less than 60% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>0 points: 0-49%</p> <p>1 point: 50-54%</p> <p>2 points: 55-59%</p>

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Hendrick Hudson ELA 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Hendrick Hudson ELA 10 Assessment
Grade 11 ELA	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>A pre-assessment will be developed at the beginning of the interval time defined in the Student Learning Objective. The student results will be recorded at the building level; teachers will not score the papers of the students in the Student Learning Objective population.</p> <p>A post assessment will be administered within the interval determined. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the Student Learning Objective which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the Student Learning Objective development process.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	<p>85% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>18 points - 85-89%</p> <p>19 points - 90-94%</p> <p>20 points - 95-100%</p>
Effective (9 - 17 points) Results meet District goals for similar students.	<p>75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>9 points: 75%</p> <p>10 points: 76%</p> <p>11 points: 77%</p> <p>12 points: 78%</p> <p>13 points: 79%</p> <p>14 points: 80%</p> <p>15 points: 81%</p> <p>16 points: 82%</p> <p>17 points: 83-84%</p>
Developing (3 - 8 points) Results are below District goals for similar students.	<p>60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>3 points: 60-61%</p> <p>4 points: 62-63%</p> <p>5 points: 64-66%</p> <p>6 points: 67-69%</p> <p>7 points: 70-72%</p> <p>8 points: 73-74%</p>

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

Less than 60% of the students achieve or exceed the target determined in the Student Learning Objective.
 0 points: 0-49%
 1 point: 50-54%
 2 points: 55-59%

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	Hendrick Hudson K-12 Art Assessment
Business	District, Regional or BOCES-developed	Hendrick Hudson 9-12 Business Assessment
ESL	State Assessment	NYSESLAT
Languages Other Than English	District, Regional or BOCES-developed	Hendrick Hudson 7-12 LOTE Assessment
Health	District, Regional or BOCES-developed	Hendrick Hudson 6-12 Health Assessment
Home Economics	District, Regional or BOCES-developed	Hendrick Hudson 6-8 Home Economics Assessment
Technology	District, Regional or BOCES-developed	Hendrick Hudson 6-8 Technology Assessment
Library	District, Regional or BOCES-developed	Hendrick Hudson 3-12 Library Assessment
Music	District, Regional or BOCES-developed	Hendrick Hudson K-12 Music Assessment
Physical Education	District, Regional or BOCES-developed	Hendrick Hudson K-12 Physical Education Assessment
Reading K-3	State-approved 3rd party assessment	AIMS Web
Reading 4-8	State Assessment	ELA
Special Education - K-3	State-approved 3rd party assessment	AIMS Web
Special Education - 4-8	State Assessment	NYS ELA, Math Assessments
Special Education - Regents courses	State Assessment	Regents
Special Education - Alternate Assessment	District, Regional or BOCES-developed	Hendrick Hudson K-12 Alternate Assessment
Speech Teachers K-3	State-approved 3rd party assessment	AIMS Web
Speech Teachers 4-8	State Assessment	ELA

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>A pre-assessment will be developed at the beginning of the interval time defined in the Student Learning Objective. The student results will be recorded at the building level; teachers will not score the papers of the students in the Student Learning Objective population.</p> <p>A post assessment will be administered within the interval determined. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the Student Learning Objective which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the Student Learning Objective development process.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>85% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>18 points - 85-89%</p> <p>19 points - 90-94%</p> <p>20 points - 95-100%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>75% - 84% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>9 points: 75%</p> <p>10 points: 76%</p> <p>11 points: 77%</p> <p>12 points: 78%</p> <p>13 points: 79%</p> <p>14 points: 80%</p> <p>15 points: 81%</p> <p>16 points: 82%</p> <p>17 points: 83-84%</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>60% - 74% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>3 points: 60-61%</p> <p>4 points: 62-63%</p> <p>5 points: 64-66%</p> <p>6 points: 67-69%</p> <p>7 points: 70-72%</p> <p>8 points: 73-74%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Less than 60% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>0 points: 0-49%</p> <p>1 point: 50-54%</p> <p>2 points: 55-59%</p>

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.

(No response)

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

When setting targets for Comparable Growth Measures, the Hendrick Hudson School District will control for student prior academic history. Students with Disabilities, English language learners, and students in poverty will be held to the same standard, but allowances will be made based on available data on past academic performance and pre-assessment results. Differentiated targets will be set to reflect this baseline data.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

that improve student learning and instruction.

2.14) Assurances | Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. Checked

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

3. Local Measures (Teachers)

Created Thursday, May 10, 2012

Updated Tuesday, August 28, 2012

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.

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Grade 4 Writing Benchmarks
5	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Grade 5 Writing Benchmarks

6	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Grade 6 Writing Benchmarks
7	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Grade 7 Writing Benchmarks
8	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Grade 8 Writing Benchmarks

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.	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>Students will complete a district writing benchmark at the beginning of the interval time defined in the local assessment for each grade level. The student results will be recorded at the building level; teachers will not score the papers of the students in the assessment population.</p> <p>Two more district written writing benchmarks will be administered within the intervals determined. Again, teachers will not score any papers of the students in their assessment population. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the assessment which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the local assessment development process.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>85 - 100% of the students achieve or exceed the determined target.</p> <p>14 points: 85-92%</p> <p>15 points: 93-100%</p>
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>75 - 84% of the students achieve or exceed the determined target.</p> <p>8 points: 75%</p> <p>9 points: 76%</p> <p>10 points: 77-78%</p> <p>11 points: 79-80%</p> <p>12 points: 81-82%</p> <p>13 points: 83-84%</p>
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>60 - 74% of the students achieve or exceed the determined target.</p> <p>3 points: 60-61%</p> <p>4 points: 62-63%</p> <p>5 points: 64-67%</p> <p>6 points: 68-71%</p> <p>7 points: 72-74%</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	<p>Below 60% of the students achieve or exceed the determined target.</p>

grade/subject.

0 points: 0-49%
1 point: 50-54%
2 points: 55-59%

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Math 4 Benchmarks
5	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Math 5 Benchmarks
6	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Math 6 Benchmarks
7	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Math 7 Benchmarks
8	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Math 8 Benchmarks

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.

First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.
Students will complete a district math benchmark assessment at the beginning of the interval time defined in the local assessment for each grade level. The student results will be recorded at the building level; teachers will not score the papers of the students in the assessment population.
Two more district written math benchmarks will be administered within the intervals determined. Again, teachers will not score any papers of the students in their assessment population. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the assessment which will be approved by the principal according to the district criteria defined for each cut point, as follows.
The Assistant Superintendent for Curriculum and Instruction will oversee the local assessment process.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

85 - 100% of the students achieve or exceed the determined target.
14 points: 85-92%
15 points: 93-100%

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

75 - 84% of the students achieve or exceed the determined target.
8 points: 75%
9 points: 76%
10 points: 77-78%
11 points: 79-80%

12 points: 81-82%

13 points: 83-84%

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

60 - 74% of the students achieve or exceed the determined target.

3 points: 60-61%

4 points: 62-63%

5 points: 64-67%

6 points: 68-71%

7 points: 72-74%

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

Below 60% of the students achieve or exceed the determined target.

0 points: 0-49%

1 point: 50-54%

2 points: 55-59%

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.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Hendrick Hudson Grade K Writing Benchmark
1	5) District, regional, or BOCES–developed assessments	Hendrick Hudson Grade 1 Writing Benchmark
2	5) District, regional, or BOCES–developed assessments	Hendrick Hudson Grade 2 Writing Benchmark
3	5) District, regional, or BOCES–developed assessments	Hendrick Hudson Grade 3 Writing Benchmark

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.	First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data. Students will complete a district writing benchmark at the beginning of the interval time defined in the local assessment for each grade level. The student results will be recorded at the
---	--

building level; teachers will not score the papers of the students in the assessment population.
 Two more district written writing benchmarks will be administered within the intervals determined. Again, teachers will not score any papers of the students in their assessment population. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the assessment which will be approved by the principal according to the district criteria defined for each cut point, as follows.
 The Assistant Superintendent for Curriculum and Instruction will oversee the local assessment development process.

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

85% of the students achieve or exceed the determined target. 18 points - 85-89%
 19 points - 90-94%
 20 points - 95-100%

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

75% - 84% of the students achieve or exceed the determined target.
 9 points: 75%
 10 points: 76%
 11 points: 77%
 12 points: 78%
 13 points: 79%
 14 points: 80%
 15 points: 81%
 16 points: 82%
 17 points: 83-84%

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

60% - 74% of the students achieve or exceed the determined target.
 3 points: 60-61%
 4 points: 62-63%
 5 points: 64-66%
 6 points: 67-69%
 7 points: 70-72%
 8 points: 73-74%

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

Below 60% of the students achieve or exceed the the determined target.
 0 points: 0-49%
 1 point: 50-54%
 2 points: 55-59%

3.5) Grades K-3 Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Hendrick Hudson Math K Benchmark
1	5) District, regional, or BOCES-developed assessments	Hendrick Hudson Math 1 Benchmark
2	5) District, regional, or BOCES-developed assessments	Hendrick Hudson Math 2 Benchmark
3	5) District, regional, or BOCES-developed assessments	Hendrick Hudson Math 3 Benchmark

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data. Students will complete a district math benchmark assessment at the beginning of the interval time defined in the local assessment for each grade level. The student results will be recorded at the building level; teachers will not score the papers of the students in the assessment population. Two more district written math benchmarks will be administered within the intervals determined. Again, teachers will not score any papers of the students in their assessment population. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the assessment which will be approved by the principal according to the district criteria defined for each cut point, as follows. The Assistant Superintendent for Curriculum and Instruction will oversee the local assessment development process.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>85% of the students achieve or exceed the the determined target. 18 points - 85-89% 19 points - 90-94% 20 points - 95-100%</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>75% - 84% of the students achieve or exceed the the determined target. 9 points: 75% 10 points: 76% 11 points: 77% 12 points: 78% 13 points: 79% 14 points: 80% 15 points: 81% 16 points: 82% 17 points: 83-84%</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>60% - 74% of the students achieve or exceed the the determined target. 3 points: 60-61% 4 points: 62-63% 5 points: 64-66% 6 points: 67-69% 7 points: 70-72% 8 points: 73-74%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Below 60% of the students achieve or exceed the the determined target. 0 points: 0-49% 1 point: 50-54% 2 points: 55-59%</p>

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>Students will complete a district assessment at the beginning of the interval time defined in the local assessment for each grade level. The student results will be recorded at the building level; teachers will not score the papers of the students in the assessment population.</p> <p>A final assessment will be administered within the intervals determined. Again, teachers will not score any papers of the students in their assessment population. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the assessment which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the local assessment development process.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>85% of the students achieve or exceed the the determined target.</p> <p>18 points - 85-89%</p> <p>19 points - 90-94%</p> <p>20 points - 95-100%</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>75% - 84% of the students achieve or exceed the the determined target.</p> <p>9 points: 75%</p> <p>10 points: 76%</p> <p>11 points: 77%</p> <p>12 points: 78%</p> <p>13 points: 79%</p> <p>14 points: 80%</p> <p>15 points: 81%</p> <p>16 points: 82%</p> <p>17 points: 83-84%</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>60% - 74% of the students achieve or exceed the the determined target.</p> <p>3 points: 60-61%</p> <p>4 points: 62-63%</p> <p>5 points: 64-66%</p> <p>6 points: 67-69%</p> <p>7 points: 70-72%</p> <p>8 points: 73-74%</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>Below 60% of the students achieve or exceed the the determined target.</p> <p>0 points: 0-49%</p>

1 point: 50-54%
2 points: 55-59%

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Social Studies 6 Assessment
7	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Social Studies 7 Assessment
8	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Social Studies 8 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.	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>Students will complete a district assessment at the beginning of the interval time defined in the local assessment for each grade level. The student results will be recorded at the building level; teachers will not score the papers of the students in the assessment population.</p> <p>A final assessment will be administered within the intervals determined. Again, teachers will not score any papers of the students in their assessment population. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the assessment which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the local assessment development process.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>85% of the students achieve or exceed the the determined target.</p> <p>18 points - 85-89%</p> <p>19 points - 90-94%</p> <p>20 points - 95-100%</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>75% - 84% of the students achieve or exceed the the determined target.</p> <p>9 points: 75%</p> <p>10 points: 76%</p> <p>11 points: 77%</p> <p>12 points: 78%</p> <p>13 points: 79%</p>

14 points: 80%
 15 points: 81%
 16 points: 82%
 17 points: 83-84%

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

60% - 74% of the students achieve or exceed the the determined target.
 3 points: 60-61%
 4 points: 62-63%
 5 points: 64-66%
 6 points: 67-69%
 7 points: 70-72%
 8 points: 73-74%

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

Below 60% of the students achieve or exceed the the determined target.
 0 points: 0-49%
 1 point: 50-54%
 2 points: 55-59%

3.8) High School Social Studies

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District American History 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.

First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.
 Students will complete a district assessment at the beginning of the interval time defined in the local assessment for each grade level. The student results will be recorded at the building level; teachers will not score the papers of the students in the assessment population.
 A final assessment will be administered within the intervals

determined. Again, teachers will not score any papers of the students in their assessment population. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the assessment which will be approved by the principal according to the district criteria defined for each cut point, as follows. The Assistant Superintendent for Curriculum and Instruction will oversee the local assessment development process.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% of the students achieve or exceed the the determined target. 18 points - 85-89% 19 points - 90-94% 20 points - 95-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve or exceed the the determined target. 9 points: 75% 10 points: 76% 11 points: 77% 12 points: 78% 13 points: 79% 14 points: 80% 15 points: 81% 16 points: 82% 17 points: 83-84%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve or exceed the the determined target. 3 points: 60-61% 4 points: 62-63% 5 points: 64-66% 6 points: 67-69% 7 points: 70-72% 8 points: 73-74%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve or exceed the the determined target. 0 points: 0-49% 1 point: 50-54% 2 points: 55-59%

3.9) High School Science

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Chemisty 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>Students will complete a district assessment at the beginning of the interval time defined in the local assessment for each grade level. The student results will be recorded at the building level; teachers will not score the papers of the students in the assessment population.</p> <p>A final assessment will be administered within the intervals determined. Again, teachers will not score any papers of the students in their assessment population The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the assessment which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the local assessment development process.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>85% of the students achieve or exceed the the determined target.</p> <p>18 points - 85-89%</p> <p>19 points - 90-94%</p> <p>20 points - 95-100%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>75% - 84% of the students achieve or exceed the the determined target.</p> <p>9 points: 75%</p> <p>10 points: 76%</p> <p>11 points: 77%</p> <p>12 points: 78%</p> <p>13 points: 79%</p> <p>14 points: 80%</p> <p>15 points: 81%</p> <p>16 points: 82%</p> <p>17 points: 83-84%</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>60% - 74% of the students achieve or exceed the the determined target.</p> <p>3 points: 60-61%</p> <p>4 points: 62-63%</p> <p>5 points: 64-66%</p> <p>6 points: 67-69%</p> <p>7 points: 70-72%</p> <p>8 points: 73-74%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Below 60% of the students achieve or exceed the the determined target.</p> <p>0 points: 0-49%</p> <p>1 point: 50-54%</p>

3.10) High School Math

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Algebra 2 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.

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.	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>Students will complete a district assessment at the beginning of the interval time defined in the local assessment for each grade level. The student results will be recorded at the building level; teachers will not score the papers of the students in the assessment population.</p> <p>A final assessment will be administered within the intervals determined. Again, teachers will not score any papers of the students in their assessment population. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the assessment which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the local assessment development process.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>85% of the students achieve or exceed the the determined target.</p> <p>18 points - 85-89%</p> <p>19 points - 90-94%</p> <p>20 points - 95-100%</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>75% - 84% of the students achieve or exceed the the determined target.</p> <p>9 points: 75%</p> <p>10 points: 76%</p> <p>11 points: 77%</p> <p>12 points: 78%</p>

13 points: 79%
 14 points: 80%
 15 points: 81%
 16 points: 82%
 17 points: 83-84%

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

60% - 74% of the students achieve or exceed the the determined target.
 3 points: 60-61%
 4 points: 62-63%
 5 points: 64-66%
 6 points: 67-69%
 7 points: 70-72%
 8 points: 73-74%

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

Below 60% of the students achieve or exceed the the determined target.
 0 points: 0-49%
 1 point: 50-54%
 2 points: 55-59%

3.11) High School English Language Arts

Using the drop-down boxes below, select the assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Hendrick Hudson District Grade 11 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.
 Students will complete a district assessment at the beginning of the interval time defined in the local assessment for each grade level. The student results will be recorded at the building level; teachers will not score the papers of the students in the assessment population.

A final assessment will be administered within the intervals determined. Again, teachers will not score any papers of the students in their assessment population. The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the assessment which will be approved by the principal according to the district criteria defined for each cut point, as follows. The Assistant Superintendent for Curriculum and Instruction will oversee the local assessment development process.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% of the students achieve or exceed the the determined target. 18 points - 85-89% 19 points - 90-94% 20 points - 95-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve or exceed the the determined target. 9 points: 75% 10 points: 76% 11 points: 77% 12 points: 78% 13 points: 79% 14 points: 80% 15 points: 81% 16 points: 82% 17 points: 83-84%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve or exceed the the determined target. 3 points: 60-61% 4 points: 62-63% 5 points: 64-66% 6 points: 67-69% 7 points: 70-72% 8 points: 73-74%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve or exceed the the determined target. 0 points: 0-49% 1 point: 50-54% 2 points: 55-59%

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art	5) District/regional/BOCES-developed	Hendrick Hudson District K-12 Art Assessment
Business	5) District/regional/BOCES-developed	Hendrick Hudson District 9-12 Business Assessment
ESL	5) District/regional/BOCES-developed	Hendrick Hudson District K-12 ESL Benchmark Assessment
Languages Other than English	5) District/regional/BOCES-developed	Hendrick Hudson District 7-12 LOTE Assessment
Health	5) District/regional/BOCES-developed	Hendrick Hudson District 6-12 Health Assessment

Home Economics	5) District/regional/BOCES–developed	Hendrick Hudson District 6-8 Home Economics Assessment
Technology	5) District/regional/BOCES–developed	Hendrick Hudson District 6-8 Tecchnology Assessment
Library	5) District/regional/BOCES–developed	Hendrick Hudson District 3-8 Library Assessment
Music	5) District/regional/BOCES–developed	Hendrick Hudson District K-12 Music Assessment
Physical Education	5) District/regional/BOCES–developed	Hendrick Hudson District K-12 PE Assessment
Reading K-3	5) District/regional/BOCES–developed	Hendrick Hudson District K-3 Reading Assessment
Reading 4-8	5) District/regional/BOCES–developed	Hendrick Hudson District 4-8 Reading Assessment
Special Education K-5	5) District/regional/BOCES–developed	Hendrick Hudson District K-5 IEP Goals Based Assessment
Special Education 6-8	5) District/regional/BOCES–developed	Hendrick Hudson District 6-8 IEP Goals Based Assessment
Special Education - 9-12	5) District/regional/BOCES–developed	Hendrick Hudson 9-12 IEP Goals Based District Assessment
Speech Teachers K-5	5) District/regional/BOCES–developed	Hendrick Hudson District K-5 Speech Goals Based Assessment
Speech Teachers 6-8	5) District/regional/BOCES–developed	Hendrick Hudson District 6-8 Speech Goals Based 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>First, a review of all available data will be conducted for the students in a classroom or course. The purpose of this is to establish baseline data.</p> <p>Students will complete a district assessment at the beginning of the interval time defined in the local assessment for each grade level. The student results will be recorded at the building level; teachers will not score the papers of the students in the assessment population.</p> <p>A final assessment will be administered within the intervals determined. Again, teachers will not score any papers of the students in their assessment population The building administrator will assign the HEDI points based on the student results and the achievement of meeting the target set in the assessment which will be approved by the principal according to the district criteria defined for each cut point, as follows.</p> <p>The Assistant Superintendent for Curriculum and Instruction will oversee the local assessment development process.</p>
--	---

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85% of the students achieve or exceed the the determined target. 18 points - 85-89% 19 points - 90-94% 20 points - 95-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 84% of the students achieve or exceed the the determined target. 9 points: 75% 10 points: 76% 11 points: 77% 12 points: 78% 13 points: 79% 14 points: 80% 15 points: 81% 16 points: 82% 17 points: 83-84%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60% - 74% of the students achieve or exceed the the determined target. 3 points: 60-61% 4 points: 62-63% 5 points: 64-66% 6 points: 67-69% 7 points: 70-72% 8 points: 73-74%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Below 60% of the students achieve or exceed the the determined target. 0 points: 0-49% 1 point: 50-54% 2 points: 55-59%

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.

(No response)

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

When setting targets for Comparable Growth Measures, the Hendrick Hudson School District will control for student prior academic history. Students with Disabilities, English language learners, and students in poverty will be held to the same standard, but allowances will be made based on available data on past academic performance and pre-assessment results. Differentiated targets will be set to reflect this baseline data.

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers who have multiple locally selected measures, whether they be SLO's or not, each measure will be weighted proportionally based on the number of students in each measurement/ SLO population, in order to determine the overall HEDI score for the educator.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 10, 2012

Updated Monday, July 02, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered (e.g., "probationary teachers"):

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

(No response)

(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Hendrick Hudson School District will assign points to be consistent with the NYSUT HEDI scoring range, including point values for rubric and final point value adding up to 60 points. All 60 points are based on the Danielson Rubric; specific elements from each domain will be included each year, to ensure meeting the New York State Teaching and Learning Standards.

Methodology - each teacher will complete a self-assessment on the Danielson Rubric and then confer with his/her evaluator by October 30 of each year. Evaluators will make the final determination on the rubric, but teachers will be encouraged to bring evidence if they feel they deserve a higher designation. Together, teachers and evaluators will determine areas of focus within the Danielson domains for the year, although all domains will be evaluated each year. During the year, evaluators will continue to use the rubric, based on classroom observations and interaction with the teacher. Teachers and evaluators will have a final conference by June 1 of each year.

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

assets/survey-uploads/5091/128098-eka9yMJ855/Danielson HEDI Conversion Chart.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.

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>Of the 60 available points, a teacher must earn 59-60 to be rated Highly Effective: Based on the Danielson Conversion Chart, average rubric scores will earn Highly Effective: 4 - 60.25 (rounded to 60 points) 3.9 - 60 points 3.8 - 59.8 points 3.7 - 59.5 points 3.6 - 59.3 points 3.5 - 59 points 3.4 - 58.8 points 3.3 - 58.6 points</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>Of the 60 available points, a teacher must earn 57-58 to be rated Effective: Based on the Danielson Conversion Chart, average rubric scores will earn Effective: 3.2 - 58.4 points 3.1 - 58.2 points 3.0 - 58 points 2.9 - 57.8 points 2.8 - 57.6 points 2.7 - 57.4 points 2.6 - 57.2 points 2.5 - 57 points</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>Of the 60 available points, a teacher must earn 50-56 to be rated Developing: Based on the Danielson Conversion Chart, average rubric scores will earn Developing: 2.4 - 56.3 points 2.3 - 55.6 points 2.2 - 54.9 points 2.1 - 54.2 points 2 - 53.5 points 1.9 - 42.8 points 1.8 - 52.1 points 1.7 - 51.4 points 1.6 - 50.7 points 1.5 - 50 points</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>Of the 60 available points, a teacher must earn 49 points or less to be rated Ineffective: Based on the Danielson Conversion Chart, average rubric scores will earn Ineffective: 1.4 - 49 points 1.3 - 37 points 1.2 - 25 points 1.1 - 12 points 1.0 - 0 points</p>

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, May 10, 2012

Updated Thursday, June 07, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

5.1) The 2012-13 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness(60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

5.2) The 2012-13 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness(60 points)

Overall Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, May 10, 2012
Updated Tuesday, August 21, 2012

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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

assets/survey-uploads/5265/128100-Df0w3Xx5v6/Teacher Improvement Charts.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Hendrick Hudson Central School District
Basis for a Section 3012-c Appeal Procedure*

II. Probationary Teachers

The District retains its rights with respect to probationers. 1. Appeals Process:

A. A probationary teacher who receives two developing or ineffective ratings on his/her APPR may appeal his/her annual APPR rating, based upon a paper submission to the Superintendent or a Central Office administrative designee of the Superintendent of Schools.

B. The appeal must be brought in writing, specifying the area(s) of review, as noted above. Further, a probationary teacher who is placed on a Teacher Improvement Plan ("TIP") shall have a corresponding right to appeal regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an evaluation or a TIP must be commenced within fourteen days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent or his/her designee shall make his or her decision in writing regarding the appeal within 21 days of receipt of the appeal. The decision of the Superintendent shall be final and binding in all regards and shall not be subject to review through grievances/ arbitration procedure, before any administrative agency or in any court of law.

III. Tenured Teachers

In order to take advantage of the procedure outlined in below, the tenured teacher must consent to the use of the arbitration panel should the district proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent.

1. Appeals Committee:

A. The Appeals Committee (the committee) shall be composed of two HHSD administrators, chosen by the Superintendent, and two HHEA bargaining unit members, chosen by the President of the HHEA, plus an independent neutral third party chosen from a mutually agreed upon list.

B. The Committee shall be entitled to any additional relevant information from the HHSD, HHEA or other source(s) in order to render an appeal decision. Any additional information request must be approved by a majority vote of the committee.

C. The Appeals Committee will meet as necessary to develop, review, and revise the process and forms necessary for an HHEA bargaining unit member to file an appeal. Any language subject to negotiations shall be negotiated before it is implemented.

D. The third party shall be a mutually acceptable neutral. However, in the case of a second consecutive ineffective rating the third party shall be a mutually acceptable arbitrator eligible to hear a 3020a procedure.

2. Appeals Process for Tenured Teachers:

A. A tenured teacher may file an appeal for a second consecutive composite effectiveness score rating of "Developing" with the Superintendent. An "Ineffective" score will go to the aforementioned committee.

B. All appeals will be submitted in writing.

C. The Appeals Committee will meet and consider the written appeal.

D. The appeal meeting will last one day, if necessary. The committee can decide on additional time by a majority vote of the committee.

E. The Appeals Committee decision shall be final. The Superintendent's decision of the developing appeal will be final

D. The decision of the Appeals Committee and the Superintendent as pertaining to their reviews cannot be grieved through the grievance/ arbitration procedure, or challenged in an appeal to the Commissioner, any other administrative agency or a court of law.

3. 3020a Hearing

A. If a teacher receives two consecutive ineffective ratings and if both ineffective ratings are upheld by the Committee and the Board of Education votes to proceed with 3020 a charges, then the same independent arbitrator who served on the Committee which upheld the second consecutive ineffective rating shall serve as the 3020a hearing officer. The teacher must agree in writing to this condition in order to bring an appeal to the Committee.

B. If such arbitrator is not able to serve as the 3020a hearing officer, then a hearing officer shall be chosen by the procedures established by The New York State Education Department.

4. Timelines

A. All appeals of a developing or ineffective rating must be submitted no later than 15 school days from the date when the teacher receives his/her Annual Professional Performance Review.

B. All appeals of the issuance of a TIP must be submitted no later than 15 school days from the date when the teacher receives his/her TIP document from the district.

C. All appeals on any aspect of the implementation of a TIP must be submitted no later than 15 school days of the date of the alleged violation of the implementation of the TIP.

D. The Appeals Committee shall make its decision in writing regarding the appeal within 21 days of receipt of the appeal by the Committee. The decision of the Appeals Committee shall be final and binding in all regards and shall not be subject to review through grievances/ arbitration procedure, before any administrative agency or in any court of law.

IV. Exclusivity of Section 3012-c Appeal Procedure

This appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to an APPR and/ or improvement plan. A teacher may not resort to any other contractual grievance procedures and/ or legal challenge, such as but not limited to an appeal to the Commissioner of Education or legal proceeding of any kind for the resolution of challenges and appeals related to an APPR and/ or improvement plan.

This appeal process does not negate or limit a member's right to grieve any violation of any specific article or articles that are not contained within the APPR.

6.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The District will ensure that all Lead Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department (NYSED) model certification process. The District will ensure that all evaluators are trained as lead evaluators. 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. Evaluator training will occur regionally in cooperation with Putnam Northern Westchester BOCES. Training will be conducted by Putnam Northern Westchester BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Lead evaluators will be recertified on a periodic basis, to be determined by the District. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates these protocols will include measures such as: data analysis, periodic comparisons of assessments, and or annual calibration sessions across evaluators.

This training will include the following requirements for Lead Evaluators/Evaluators:

- *New York State Teaching Standards and ISSLC Standards*
- *Evidence-based observation*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the State approved teacher and principal rubrics*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of English Language Learners, Students with Disabilities, and Economically Disadvantaged Students*

Lead Evaluator

The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure consistency and defensibility.

Responsibilities

Lead Evaluators will train and certify other evaluators in the District based on the same model. Timing

Lead Evaluators and other evaluators will be appropriately trained and certified by September of each school year or thirty days after appointment.

Re-Certification and Updated Training

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.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
--	---------

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
---	---------

6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
---	---------

6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
---	---------

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

Created Monday, July 02, 2012
Updated Thursday, July 12, 2012

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.

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):

	Buchanan-Verplanck ES, K-5
	Frank G. Lindsey ES, K-5
	Furnace Woods ES, K-5
	Blue Mountain MS, 6-8
	Hendrick Hudson HS, 9-12
	(No response)
	(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the school or program type this SLO applies to. Then, using the drop-down boxes below, please select the assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Please remember that State assessments must be used with SLOs if applicable to the school or program type.

School or Program Type	SLO with Assessment Option	Name of the Assessment
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	80% to 100% of the full time teachers assigned to the principal's building are scored as effective or highly effective based on their SLO results. 18 points: 94-100% 19 points: 87-93% 20 points: 80-86%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65% to 79% of the full time teachers assigned to the principal's building are scored as effective or highly effective based on their SLO results. 9 points: 65% 10 points: 66% 11 points: 67% 12 points: 68-69% 13 points: 70-71% 14 points: 72-73% 15 points: 74-75% 16 points: 76-77% 17 points: 78-79.9%

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55% to 64% of the full time teachers assigned to the principal's building are scored as effective or highly effective based on their SLO results. 3 points: 55% 4 points: 56% 5 points: 57-58% 6 points: 59-60% 7 points: 61-62% 8 points: 63-64%
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0% to 54% of the full time teachers assigned to the principal's building are scored as effective or highly effective based on their SLO results. 0 points: 0-17% 1 point: 18-35% 2 points: 36-54%

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in setting targets for Comparable Growth Measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

When setting targets for Comparable Growth Measures, the Hendrick Hudson School District will control for student prior academic history. Students with Disabilities, English language learners, and students in poverty will be held to the same standard, but allowances will be made based on available data on past academic performance and pre-assessment results. Differentiated targets will be set to reflect this baseline data.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, June 07, 2012

Updated Tuesday, August 28, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Hendrick Hudson School District Benchmark Assessments, Grades 3-5 Mathematics
6-8	(d) measures used by district for teacher evaluation	Hendrick Hudson School District Benchmark Assessments, Grades 6-8 Benchmark Assessment in Social Studies
9-12	(d) measures used by district for teacher evaluation	Hendrick Hudson School District Benchmark Assessments: Grades 9-12 Social Studies

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.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% to 100% of the students assigned to the principal's building will meet their targeted growth on on the districk developed Benchmark Assessments. 14 points: 80-89% 15 points: 90-100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65% to 79% of the students assigned to the principal's building will meet their targeted growth the districk developed Benchmark Assessments. 8 points: 65-66% 9 points: 67-68% 10 points: 69-70% 11 points: 71-73% 12 points: 74-76%

13 points: 77-79%

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

55% to 64% of the students assigned to the principal's building will meet their targeted growth the district developed Benchmark Assessments.

3 points: 55-56%

4 points: 57-58%

5 points: 69-60%

6 points: 61-62%

7 points: 63-64%

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

0% to 54% of the students assigned to the principal's building will meet their targeted growth on the district developed Benchmark Assessments.

0 points: 0-17%

1 point: 18-35%

2 points: 36-54%

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

(No response)

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

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

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

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

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

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

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

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in setting targets for local measures, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

When setting targets for Comparable Growth Measures, the Hendrick Hudson School District will control for student prior academic history. Students with Disabilities, English language learners, and students in poverty will be held to the same standard, but allowances will be made based on available data on past academic performance and pre-assessment results. Differentiated targets will be set to reflect this baseline data.

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.

(No response)

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent. Check

9. Other Measures of Effectiveness (Principals)

Created Friday, July 06, 2012
Updated Thursday, July 12, 2012

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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(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 posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district and the principals agree to delineate the 60 points as follows:

1. Principals may provide artifacts and/or a written reflection to accompany the MPPR for selected MPPR elements.
2. The MPPR is derived from the six ISLLC standards. Each standard is to be supported by the knowledge required for the standard, the dispositions or attitudes manifest by the accomplishment of the standard, and performances that could be observed by a supervisor. The artifacts and reflections will provide evidence of the knowledge, dispositions, and performances as described in the MPPR.
3. The principal shall provide a completed MPPR as a self-evaluation by June 1 of the school year. Both the principal and the superintendent shall meet for an evaluation conference by no later than June 15th of the school year to review the MPPR rubric.

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/5143/149343-pMADJ4gk6R/Multidimensional Principal Performance Rubric Point Allocations.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	55-60 points: Overall performance and results exceed ISLLC leadership standards.
Effective: Overall performance and results meet standards.	50-54 points: Overall performance and results meet ISLLC leadership standards.
Developing: Overall performance and results need improvement in order to meet standards.	40-49 points: Overall performance and results need improvement in order to meet ISLLC leadership standards.
Ineffective: Overall performance and results do not meet standards.	0-39 points: Overall performance and results do not meet ISLLC leadership standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60 points
Effective	50-54 points

Developing	40-49 points
Ineffective	0-39 points

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, July 09, 2012

Updated Thursday, July 12, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

For the 2013-2014 school year and beyond, the Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

10.1) The 2012-13 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

**Locally-selected Measures of
growth or achievement**

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	50-54
Developing	40-49
Ineffective	0-39

10.2) The 2012-13 scoring ranges for principals for whom there is an approved Value-Added measure for student growth will be:

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, July 09, 2012

Updated Monday, August 20, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/149910-Df0w3Xx5v6/Principal Improvement Plan Form.pdf](assets/survey-uploads/5276/149910-Df0w3Xx5v6/Principal%20Improvement%20Plan%20Form.pdf)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

A. A principal who receives a developing or ineffective rating on his/her APPR shall be entitled to appeal his/her APPR rating based upon a written submission to the Superintendent or an appointed designee of the Superintendent, who shall be trained in accordance with the requirements of statute and regulations and also possesses an appropriate administrative certification.

B. 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. Further, a principal who is placed on a Principal Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of

the Education Law.

C. An appeal of an evaluation or a PIP must be commenced within twenty one calendar days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards. This period shall be tolled for any days during said twenty one day period that the principal is on vacation or out sick or a maximum period of 14 days. In the case of a PIP appeal, there shall be a second twenty-one calendar day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the twenty first calendar day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards. This period shall also be tolled for any days during said twenty-one day period that the principal is on vacation or out sick.

D. The Superintendent or his/her administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within fourteen calendar days of the receipt of the appeal.

E. The Superintendent or his/her administrative designee shall make his or her decision in writing regarding the further appeal within fourteen calendar days of receipt of that appeal. The decision of the Superintendent, so long as the decision is made within the timeframe set forth in this paragraph, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency, or in any court of law.

F. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, the second tier appeal shall be to an arbitrator. The Association and the Superintendent shall review the mutually agreed upon arbitrators by the start of each school year and make changes as needed, maintaining a list of three to five agreed upon arbitrators. Arbitrators shall be selected on a rotating basis from the mutually agreed upon arbitrators pool, based on order and reasonable timeframe of availability. The selected arbitrator shall make a final and binding decision upon the appeal of the APPR evaluation and/or the principal improvement plan. In the event that the district then proceeds to a probable cause finding under Section 3020-a of the Education Law, and determines to conduct such a hearing, the arbitrator who ruled upon the appeal shall be jointly selected by the principal and the district to be the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law Section 3020-a so long as the identical issue was not resolved in the second tier appeal or clearly should have been presented in the second tier appeal but was not. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law.

2. In order to take advantage of the procedure outlined in F-1 above, the tenured principal must consent, in writing at the time of the appeal, to the use of the arbitration panel should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured principal is unwilling to do so, the second tier appeal shall be heard by the Superintendent of Schools.

11.4) Training and Certification of Lead Evaluators and Evaluators

Describe the process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators. Describe the process for ensuring inter-rater reliability. Describe the duration and nature of such training.

The District will ensure that all Lead Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended New York State Education Department (NYSED) model certification process.

The District will ensure that all evaluators are trained as lead evaluators. 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. Evaluator training will occur regionally in cooperation with Putnam Northern Westchester BOCES. Training will be conducted by Putnam Northern Westchester BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Lead evaluators will be recertified on a periodic basis, to be determined by the District.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates these protocols will include measures such as: data analysis, periodic comparisons of assessments, and or annual calibration sessions across evaluators.

This training will include the following requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISSLC Standards*
- Evidence-based observation*
- Application and use of Student Growth Percentile and Value Added Growth Model data*
- Application and use of the State approved teacher and principal rubrics*
- Application and use of State-approved locally selected measures of student achievement*
- Use of Statewide instructional Reporting System*
- Scoring methodology used to evaluate teachers and principals*
- Specific considerations in evaluating teachers and principals of English Language Learners, Students with Disabilities, and Economically Disadvantaged Students*

Lead Evaluator

The Superintendent and his/her designees will be trained and certified as lead evaluators according to the NYSED's model to ensure

consistency and defensibility.

Responsibilities

Lead Evaluators will train and certify other evaluators in the District based on the same model. Timing

Lead Evaluators and other evaluators will be appropriately trained and certified by September of each school year or thirty days after appointment.

Re-Certification and Updated Training

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.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, May 10, 2012

Updated Tuesday, August 28, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form

assets/survey-uploads/5581/128101-3Uqgn5g9Iu/appr_august_signatures.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.

Danielson's Framework for Teaching (2011 Revised Edition)										
Conversion Flow Chart										
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	
	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)	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 Total	Negotiate HEDI Bands	Negotiate Conversion Chart		
							H=59-60	Average Rubric Score	Conversion Score	
Domain1: Planning and Preparation										
kn+A1	A. Knowledge of Content and Pedagogy			0			E=57-58	1	0	
	B. Knowledge of Students			0			D=50-56	1.1	12	
	C. Setting Instructional Outcomes			0			I=0-49	1.2	25	
	D. Knowledge of Resources			0				1.3	37	
	E. Designing Coherent Instruction			0				1.4	49	
	F. Designing Student Assessments			0				1.5	50	
		100%			0	0		1.6	50.7	
Domain 2: Classroom Environment									1.7	51.4
	A. Respect and Rapport			0				1.8	52.1	
	B. Culture for Learning			0				1.9	52.8	
	C. Managing Classroom Procedures			0				2	53.5	
	D. Managing Student Behavior			0				2.1	54.2	
	E. Organizing Physical Spaces			0				2.2	54.9	
		100%			0	0		2.3	55.6	
Domain 3: Instruction									2.4	56.3
	A. Communicating with Students			0				2.5	57	
	B. Questioning/Prompts and Discussion			0				2.6	57.2	
	C. Engaging Students in Learning			0				2.7	57.4	
	D. Using Assessment in Instruction			0				2.8	57.6	
	E. Using Flexibility and Responsiveness			0				2.9	57.8	
		100%			0	0		3	58	
Domain 4: Teaching									3.1	58.2
	A. Reflecting on Teaching			0				3.2	58.4	
	B. Maintaining Accurate Records			0				3.3	58.6	
	C. Communicating with Families			0				3.4	58.8	
	D. Participating in a Professional Community			0				3.5	59	
	E. Growing and Developing Professionally			0				3.6	59.3	
	F. Showing Professionalism			0				3.7	59.5	
		100%			0	0		3.8	59.8	
Domain: Other*									3.9	60
	Total	100%				Evaluation Score	0		4	60.25 (round to 60)
	Note 1: Remember: The evaluation component must be at least 31 of the 60 points, or 50% of the rubric									

HENDRICK HUDSON SCHOOL DISTRICT

Teacher Improvement Plan for Tenured Teachers

Name: _____ Building: _____ Date: _____

Areas for Improvement/ Domain Components	Goals and Objectives	Strategies to Attain Goals And Objectives	Anticipated Outcomes	Evidence of Outcomes	Completion Date
I. Planning and Preparation					
II. Classroom Environment					
III. Instruction					

Faculty Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

HENDRICK HUDSON SCHOOL DISTRICT

Progress Monitoring Meetings

Name: _____ Building: _____ Date: _____

Dates	Summary	Next Steps	Teacher Initial	Administrator Initial

Upon evaluation, the following has been determined:

† The goal(s) and objectives(s) have been successfully completed for this Teacher/Professional Improvement Plan; therefore this Teacher/Professional Improvement Plan will be discontinued effective _____.

† The goal(s) and objectives(s) have not been successfully completed for this Teacher/Professional Improvement Plan; therefore this Teacher/Professional Improvement Plan will continue through _____.

Comments:

Faculty Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

DISTRICT: _____, Superintendent

HHEA: _____, President

Multidimensional Principal Performance Rubric Point Allocations

Domains	Points
Domain 1: Shared Vision of Learning	9
a. Culture	5
b. Sustainability	4
Domain 2: School Culture & Instructional Program	17
a. Culture	3
b. Instructional Program	6
c. Capacity Building	2
d. Sustainability	3
e. Strategic Planning Process	3
Domain 3: Safe, Efficient, Effective Learning Environment	15
a. Capacity Building	5
b. Culture	4
c. Sustainability	3
d. Instructional Program	3
Domain 4: Community	9
a. Strategic Planning Process: Inquiry	5
b. Culture	2
c. Sustainability	2
Domain 5: Integrity, Fairness, Ethics	6
a. Sustainability	4
b. Culture	2
Domain 6: Political, Social, Economic, Legal & Cultural Context	4
a. Sustainability	2
b. Culture	2
TOTAL POINTS	60

HENDRICK HUDSON SCHOOL DISTRICT

Principal Improvement Plan

Name: _____ Building: _____ Date: _____

Areas for Improvement/ ISSLC Standards	Goals and Objectives	Strategies to Attain Goals And Objectives	Anticipated Outcomes	Evidence of Outcomes	Completion Date
I. Vision of Learning					
II. Culture of Learning					
III. Management for Learning					
IV. Collaboration/ Professional Responsibilities					
V. Ethics					
VI. Political, Social, Economic, Legal, and Cultural Understanding					

Principal's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

HENDRICK HUDSON SCHOOL DISTRICT

Progress Monitoring Meetings

Name: _____ Building: _____ Date: _____

Dates	Summary	Next Steps	Principal Initial	Administrator Initial

Upon evaluation, the following has been determined:

† The goal(s) and objectives(s) have been successfully completed for this Principal/Professional Improvement Plan; therefore this Principal/Professional Improvement Plan will be discontinued effective _____.

† The goal(s) and objectives(s) have not been successfully completed for this Principal/Professional Improvement Plan; therefore this Principal/Professional Improvement Plan will continue through _____.

Comments:

Principal's Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

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:

Ernie D. Morahan 8/28/12

Teachers Union President Signature: Date:

Luca Delungo 8/21/12

Administrative Union President Signature: Date:

Mark Ruff 8/20/12

Board of Education President Signature: Date:

Jeffrey 8/20/12