



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

August 24, 2012

Dr. John Morgano, Superintendent
Pearl River Union Free School District
135 W Crooked Hill Road
Pearl River, NY 10965

Dear Superintendent Morgano:

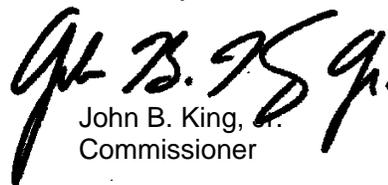
Congratulations. I am pleased to inform you that your multi-year (2012-2013 and 2013-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As 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, Jr.
Commissioner

c: Mary Jean Marsico

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 03, 2012

Updated Friday, August 17, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 500308030000

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

500308030000

1.2) School District Name: PEARL RIVER UFSD

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

PEARL RIVER UFSD

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.

(No response)

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.

2012-2014

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

Created Thursday, May 03, 2012

Updated Thursday, June 28, 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 and teachers with 0 – 49% of students covered by State-provided growth measures. 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	Star Early Literacy Enterprise
1	State-approved 3rd party assessment	Star Early Literacy Enterprise
2	State-approved 3rd party assessment	Star Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's growth score will be in the effective range if 53%-85% of students meet the established performance target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the developing range if 21%-52% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the established performance target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Star Math Enterprise
1	State-approved 3rd party assessment	Star Math Enterprise
2	State-approved 3rd party assessment	Star Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's growth score will be in the effective range if 53%-85% of students meet the established performance target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the developing range if 21%-52% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the established performance target.

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	Pearl River School District developed 6th grade science assessment
7	District, regional or BOCES-developed assessment	Pearl River School District developed 7th grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A teacher's growth score will be in the effective range if 53%-85% of students meet the established performance target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the developing range if 21%-52% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the established performance target.

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	Pearl River School District developed 6th grade social studies assessment
7	District, regional or BOCES-developed assessment	Pearl River School District developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	Pearl River School District developed 8th grade social studies assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the established performance target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the established performance target.

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	Pearl River School District developed Global Studies 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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the established performance target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the established performance target.

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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the established performance target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the established performance target.

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.

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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the established performance target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the established performance target.

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.

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	State approved 3rd party assessment	Star Enterprise Reading
Grade 10 ELA	State approved 3rd party assessment	Star Enterprise Reading
Grade 11 ELA	Regents assessment	NYS ELA Regents Exam

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the established target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the established target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the established target.

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, Grades K-12	District, Regional or BOCES-developed	Pearl River School District developed art assessments for grades K-12

Music, Grades K-12	District, Regional or BOCES-developed	Pearl River School District developed music assessment for grades K-12
Physical Education, Grades K-12	District, Regional or BOCES-developed	Pearl River School District developed physical education assessment for grades K-12
Special Education K-2	State-approved 3rd party assessment	Star Enterprise Reading and Math
Special Education 3-4	State Assessment	NYS ELA and Math Assessments
Special Education 5-8	State Assessment	NYS ELA and Math Assessments
Science 5	District, Regional or BOCES-developed	Pearl River School District developed 5th grade science assessment
Social Studies 5	District, Regional or BOCES-developed	Pearl River School District developed 5th grade social studies assessment
Library Media Specialist Gr. K-4	School/BOCES-wide/group/team results based on State	NYS Gr. 3 and 4 ELA Assessments
Library Media Specialist Gr. 5-7	School/BOCES-wide/group/team results based on State	NYS Gr. 5, 6 and 7 ELA Assessments
Library Media Specialist Gr. 8-12	School/BOCES-wide/group/team results based on State	NYS ELA Regents Exam, Global Studies Regents Exam, and US History Regents Exam
World Languages 7-12	District, Regional or BOCES-developed	Pearl River School District developed assessments in Spanish, French, Latin, Italian for grades 7-12
All other teachers not named above	District, Regional or BOCES-developed	Pearl River School District developed assessment for each course.
(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)
(No response)	(No response)	(No response)
(No response)	(No response)	(No response)

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.

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.	Baseline performance data will be compiled for each course roster including any pre-assessment data and past performance history. Growth targets will be set based upon this data.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A teacher's growth score will be in the highly effective range if 86%-100% of students meet the established performance target.
Effective (9 - 17 points) Results meet District goals for similar students.	A teacher's growth score will be in the effective range if 53%-85% of students meet the established performance target.
Developing (3 - 8 points) Results are below District goals for similar students.	A teacher's growth score will be in the developing range if 21%-52% of students meet the established performance target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A teacher's growth score will be in the ineffective range if 0%-20% of students meet the established performance target.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124126-TXEttx9bQW/HEDI 20%_1.pdf

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.

As noted above, targets will be based on baseline data including pre-assessment data and prior student achievement results. Adjustments to targets will only be made for students with disabilities, ELL and students in poverty within state and local performance benchmark priorities. Special education teachers in consult classes will receive growth scores based on the same assessments as their grade level and subject counterparts.

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 that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Thursday, May 03, 2012

Updated Friday, August 17, 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	4) State-approved 3rd party assessments	Star Reading Enterprise
5	4) State-approved 3rd party assessments	Stat Reading Enterprise
6	4) State-approved 3rd party assessments	Star Reading Enterprise
7	4) State-approved 3rd party assessments	Star Reading Enterprise
8	4) State-approved 3rd party assessments	Star Reading Enterprise

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.	Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student performance targets for the locally selected measure will be set based upon this data.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range if 90%-100% of students meet the established target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range if 50%-89% of students meet the established target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range if 20%-49% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range if only 0%-19% of students meet the established target.

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	4) State-approved 3rd party assessments	Star Math
5	4) State-approved 3rd party assessments	Star Math
6	4) State-approved 3rd party assessments	Star Math
7	4) State-approved 3rd party assessments	Star Math
8	4) State-approved 3rd party assessments	Star Math

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.	Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student performance targets for the locally selected measure will be set based upon this data.
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the highly effective range if 90%-100% of students meet the established target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the effective range if 50%-89% of students meet the established target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the developing range if 20%-49% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's growth or achievement score for the locally selected measure will be in the ineffective range if only 0%-19% of students meet the established target.

3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/124129-rhJdBgDruP/HEDI Local 15 rev 8-12.pdf>

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	4) State-approved 3rd party assessments	Star Enterprise Early Literacy
1	4) State-approved 3rd party assessments	Star Enterprise Early Literacy
2	4) State-approved 3rd party assessments	Star Enterprise Reading
3	4) State-approved 3rd party assessments	Star Enterprise Reading

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the State approved 3rd party assessment as identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for	A teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range

grade/subject.	if 86%-100% of students meet the established target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 53%-85% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 21%-52% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-20% of students meet the established target.

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	4) State-approved 3rd party assessments	Star Enterprise Math
1	4) State-approved 3rd party assessments	Star Enterprise Math
2	4) State-approved 3rd party assessments	Star Enterprise Math
3	4) State-approved 3rd party assessments	Star Enterprise Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the State approved 3rd party assessment as identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 86%-100% of students meet the established target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 53%-85% of students meet the established target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 21%-52% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-20% of students meet the established target.

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	7) Student Learning Objectives	Pearl River School District developed 6th grade science assessment
7	7) Student Learning Objectives	Pearl River School District developed 7th grade science assessment
8	7) Student Learning Objectives	Pearl River School District developed 8th grade science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the assessments identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 86%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 53%-85% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 21%-52% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-20% of students meet the established target.

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	7) Student Learning Objectives	Pearl River School District developed 6th grade social studies assessment
7	7) Student Learning Objectives	Pearl River School District developed 7th grade social studies assessment
8	7) Student Learning Objectives	Pearl River School District developed 8th grade social studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the assessments identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 86%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 53%-85% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 21%-52% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-20% of students meet the established target.

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	7) Student Learning Objectives	Pearl River School District developed Global Studies Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Regents in Global History
American History	3) Teacher specific achievement or growth score computed locally	NYS Regents in American History

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.	The locally selected measures will be based on student achievement on the Regents exams and assessments identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 86%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 53%-85% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 21%-52% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-20% of students meet the established target.

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	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents Exam
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Exam
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Exam
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the Regents exams as identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data.
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Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 86%-100% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 21%-52% of students meet the established target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 53%-85% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-20% of students meet the established target.

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	3) Teacher specific achievement or growth score computed locally	NYS Alegebra 1 Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents Exam

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.	The locally selected measures will be based on student achievement on the Regents exams as identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 86%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 53%-85% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 21%-52% of students meet the established target.

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

A teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-20% of students meet the established target.

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	Pearl River School District developed 9th grade ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Pearl River School District developed 10th Grade ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the assessments identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 86%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 53%-85% of students meet the established target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 21%-52% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-20% of students meet the established target.

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, Grades K-12	7) Student Learning Objectives	Pearl River School District developed art assessments for grades K-12
Music, Grades K-12	7) Student Learning Objectives	Pearl River School District developed music assessments for grades K-12
Physical Education, K-12	7) Student Learning Objectives	Pearl River School District developed physical education assessments for grades K-12
Special Education K-7	4) State-approved 3rd party	Star Enterprise Reading and Math Assessments
World Languages 7-12	7) Student Learning Objectives	Pearl River School District developed assessments in Spanish, French, Latin Italian for grades 7-12
Science 5	7) Student Learning Objectives	Pearl River School District developed 5th grade science assessment
Social Studies 5	7) Student Learning Objectives	Pearl River School District developed 5th grade social studies assessment
Library Media Specialist K-7	6(i) School-wide measure based on State-provided measure	NYS ELA Assessments for grades 3-7
Library Media Specialist 8-12	6(ii) School wide measure computed locally	NYS English Regents Exam, NYS Global Studies Regents Exam, NYS US History Regents Exam
All other teachers not named above	5) District/regional/BOCES-developed	Pearl River School District developed assessment for each course

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The locally selected measures will be based on student achievement on the assessments identified for each course. Baseline performance data will be compiled for each course/class roster including pre-assessment data and past performance history. Student achievement targets for the locally selected measure will be set based upon this data.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the highly effective range if 86%-100% of students meet the established target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the effective range if 53%-85% of students meet the established target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the developing range if 21%-52% of students meet the established target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A teacher's score for the locally selected measure will be based on student achievement and will be in the ineffective range if 0%-20% of students meet the established target.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/124129-y92vNseFa4/HEDI Local 20% rev 8-12.pdf

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.

As noted above, targets will be based on baseline data including pre-assessment data and prior student achievement results. Adjustments to targets will only be made for students with disabilities, ELL and students in poverty within state and local performance benchmark priorities. Special education teachers in consult classes will receive local measure score based on the same assessments as their grade level and subject counterparts.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally selected measure will have each measure weighted in equivalent proportion to the percentage of students covered by that measure. For example, a HS math teacher with two SLO's: The first SLO covers 40% of her total teaching load, the 2nd SLO covers 25% of her entire teaching load. 65% of her entire teaching load is now covered by two SLO's. The 1st SLO will account for 62% of the total score, and the 2nd SLO will account for 38% of the total score. A 4th grade teacher with locally-selected measures for ELA and Math will earn an equally weighted composite score.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 03, 2012

Updated Wednesday, June 27, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(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]	32
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	28

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.

Using the Danielson Framework for Teaching, each teacher will be evaluated for each domain and element. Multiple evidenced-based classroom observations and evidence of student development and performance through lesson plans, student portfolios and other artifacts through a structured review process will inform the 60 point portion of the teacher's APPR. The assignment of points within the rubric will be as follows: Each element in the rubric is assigned a point value from 0-4 points. Each element in the "Highly Effective" column has a value of 4 points. Each element in the "Effective" column carries a value of 3 points. Each element in the "Developing" column carries a value of 1 or 2 points as determined by the evaluator. Each element in the "Ineffective" column carries a value of 0 points. The total points for Domains 2 and 3 will be weighted at 1.5 to ensure that classroom observations comprise at least 31% of the total 60 points available. The total number of points will be converted to a final score between 0 and 60 points. Please see attached conversion chart for individual score point allocations.

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/5091/124130-eka9yMJ855/60% HEDI Scale FINAL_1.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The performance of teachers in the highly effective range is extremely accomplished in all domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Performance is evidenced in a community of learners in the classroom where students are highly motivated, engaged and assume responsibility for their learning. The performance of teachers in the highly effective range is exemplary and contributes to the success of the whole school.
Effective: Overall performance and results meet NYS Teaching Standards.	The performance of teachers in the effective range is proficient in all domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The performance is evidenced in thorough content knowledge, solid understanding of student development, classroom environment that functions smoothly, and fosters a culture for learning.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The performance of teachers in the developing stage is at a basic level in the areas of planning and preparation, classroom environment, instruction and professional responsibilities. The performance may be characterized as being minimally competent and having an understanding of the teaching standards and attempts to implement strategies that may not always be successful. Performance at this level may require additional support in order to fully meet the teaching standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The performance of teachers in the ineffective range is at an unsatisfactory level in the areas of planning and preparation, classroom environment, instruction and professional responsibilities. The performance may be characterized as not having an understanding of the teaching standards, including student development, classroom management, assessment strategies and does not fulfill professional responsibilities. Performance at this level requires intervention strategies.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	56-58
Developing	46-55
Ineffective	0-45

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?

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

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Updated Tuesday, June 26, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	56-58
Developing	46-55
Ineffective	0-45

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 03, 2012

Updated Wednesday, June 27, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/124133-Df0w3Xx5v6/Teacher Improvement Plan 5-25 Final_1.pdf](assets/survey-uploads/5265/124133-Df0w3Xx5v6/Teacher%20Improvement%20Plan%205-25%20Final_1.pdf)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

I. Appeals Process: Annual Composite APPR Evaluation

A. A teacher who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification;

B. A teacher who receives a second consecutive ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, at a meeting with the Superintendent of Schools, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification;

C. In the event that the Annual Composite APPR rating becomes a basis for compensation or additional compensation, a teacher may appeal that rating in the same manner as an appeal may be filed under Paragraph "A" above.

D. An appeal of an APPR evaluation must be commenced within fourteen business days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards. 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.

E. The Superintendent shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or denying the appeal. Such decision shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent 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. The provisions set forth above shall neither be construed to alter or affect the rights of probationary teachers pursuant to § 3031 of the New York State Education Law.

2. Appeals Process: Teacher Improvement Plan

A. A teacher who is placed on a Teacher Improvement Plan ("TIP") after receiving an ineffective annual evaluation shall have a corresponding right to appeal based upon a paper submission to the Superintendent of Schools concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

B. A teacher who is placed on a Teacher Improvement Plan ("TIP") after receiving a developing annual evaluation shall have a corresponding right to appeal based upon a paper submission to the Superintendent of Schools or his/her administrative designee, concerns regarding the TIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of a TIP must be in writing and commenced within fourteen business days of the presentation of the final document to the teacher or else the right to appeal shall be deemed waived in all regards; provided, however, there shall be a second fourteen business day period for a written TIP appeal following the end date of the TIP.

D. The Superintendent or the Superintendent's administrative designee, where applicable, shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or denying the appeal. Such decision shall be made within fourteen business days of the receipt of the appeal. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent or the Superintendent's administrative designee, where applicable, 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.

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 evaluators are trained as lead evaluators, and 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 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 Rockland BOCES. Training will be conducted by Rockland 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 the NYSED. 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 that 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 or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*

During the 2011-12 school year, the Pearl River School District utilized the services of the Rockland BOCES Network Team to provide training for lead evaluators. This process included half-day and full-day workshops on each of the nine required elements necessary for the district to certify evaluators and lead evaluators. These training sessions were held at the Rockland BOCES Professional Development Center, on-site in the district, and through screen casts and toolkits produced by the Network Team. In addition to the BOCES Network Team, on-site trainings were also provided by consultants from the approved rubric providers.

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

For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by October 30th of each school year or sixty (60) 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 Thursday, May 03, 2012

Updated Friday, June 29, 2012

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

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

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

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

	5-7
	8-12
	(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
K-4	State assessment	NYS ELA Grade 4
K-4	State assessment	NYS Math Grade 4
K-4	State assessment	NYS ELA Grade 3
K-4	State assessment	NYS Math Grade 3
(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.	Baseline performance data will be compiled for each grade level including any pre-assessment data and past performance history. Growth targets will be set based upon this data.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A principal's growth score will be in the highly effective range if 86%-100% of students meet the established target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A principal's growth score will be in the effective range if 53%-85% of students meet the established target.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A principal's growth score will be in the developing range if 21%-52% of students meet the established target.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	A principal's growth score will be in the ineffective range if 0%-20% of students meet the established target.

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

<assets/survey-uploads/5365/124134-lha0DogRNw/HEDI 20%.pdf>

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.

The Pearl River School District has high expectations for all students. Target adjustments for comparable growth measures will be made in schools buildings with a disproportionate amount of students with disabilities or ELL students as compared to other buildings with the same grade configurations. Currently, this situation exists in one of the three K-4 buildings in the district. Adjustments will be based on baseline data including pre-assessment data and prior student achievement results within state and local benchmark priorities.

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, May 03, 2012

Updated Friday, August 17, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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
5-7	(a) achievement on State assessments	NYS Grade 5, 6 and 7 Math Assessments and NYS Grade 5, 6 and 7 ELA Assessments
8-12	(g) % achieving specific level on Regents or alternatives	NYS Regents exams-composite percentage of 10 exams: English, Algebra, Geometry, Algebra II/ Trigonometry, Global Studies, US History and Government, Earth Science, Living Environment, Chemistry and Physics Regents Exams.

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.	Annual performance targets for student achievement will be set using prior student performance results, within state and local benchmark priorities. Each range of performance targets is associated with a possible score ranging from 0-15 points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the highly effective range if 90%-100% of students meet the performance target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the effective range if 50%-89% of students meet the performance target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the developing range if 20%-49% of students meet the performance target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	A principal will receive a score in the ineffective range if 0%-19% of students meet the performance target.

grade/subject.

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

(No response)

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

assets/survey-uploads/5366/124137-qBFVOWF7fC/HEDI Local 15%.pdf

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

In the table below, list all of the grade configurations 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
K-4	(i) Student Learning Objectives	Star Enterprise Reading in grades 2, 3 and 4
K-4	(i) Student Learning Objectives	Star Enterprise Math in grades 2, 3, and 4

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.	Annual performance targets for student achievement will be set using prior student performance results, within state and local benchmark priorities. Each range of performance targets is associated with a possible score ranging from 0-20 points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the highly effective range if 86%-100% of students meet the performance target.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the effective range if 53%-85% of students meet the performance target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the developing range if 21%-52% of students meet the performance target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A principal will receive a score in the ineffective range if 0%-20% of students meet the performance target.

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

(No response)

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

[assets/survey-uploads/5366/124137-T8MIGWUVm1/HEDI Local 20%.pdf](#)

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.

The Pearl River School District has high expectations for all students. Target adjustments for local measures will be made in schools buildings with a disproportionate amount of students with disabilities or ELL students as compared to other buildings with the same grade configurations. Currently, this situation exists in one of the three K-4 buildings in the district. Adjustments will be based on baseline data including pre-assessment data and prior student achievement results within state and local benchmark priorities.

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.

When using using multiple measures in our K-4 and 5-7 buildings, the ELA and Math components will be weighted equally to determine a composite score for the local measure. At the high school, grades 8-12, student performance on the 10 Regents exams will be weighted equally to determine the composite score for the local measure. These include the English, Algebra, Geometry, Algebra II/Trigonometry, Global Studies, US History and Government, Earth Science, Living Environment, Chemistry and Physics Regents Exams.

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 Thursday, May 03, 2012

Updated Friday, June 29, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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.

Through the collective bargaining process each of the six domains of the MPPR have a maximum point value that when combined, total 60 points. Through the evaluation process, the evaluator will assign points based on observations, evidence of supporting artifacts, and collaborative review for each of the domains and elements in the Multidimensional Principal Performance Review resulting in a score ranging from 0-60 points. The evaluation process will include timely and constructive feedback during the school year. The district will adhere to all timelines set by NYS Education Law and Regents rules.

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/5143/124139-pMADJ4gk6R/Multidimensional Principal Performance Rubric_1.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	Utilizing the MPPR leadership evaluation rubric, the majority of the principal's behaviors and evidence fall into the "Highly Effective" column in building and sustaining a culture of high student performance and success. This includes, but is not limited to support of teacher leaders, student centered learning, involvement of diverse stakeholders and productive use of data to inform decision making. Principals whose performance falls in the highly effective range exceed ISLLC leadership standards consistently in all domains.
Effective: Overall performance and results meet standards.	Utilizing the MPPR leadership evaluation rubric, the majority of the principal's behaviors and evidence fall into the "Effective" column in building and sustaining a culture of high student performance and success. Performance demonstrates a collaborative approach, the use of data to assess achievement, and the advocacy for students and staff. Principals whose performance falls in the effective range meet ISLLC standards in all domains.
Developing: Overall performance and results need improvement in order to meet standards.	Utilizing the MPPR leadership evaluation rubric, the majority of the principal's behaviors and evidence fall into the "Developing" column in building and sustaining a culture of high student performance. Performance is inconsistent across all domains with a fragmented approach and narrow focus. Consequently a number of areas for further development can be identified.

Ineffective: Overall performance and results do not meet standards.

Utilizing the MPPR leadership evaluation rubric, the majority of the principal's behaviors and evidence fall into the "Ineffective" column in building and sustaining a culture of high student performance and success with significant areas of improvement identified. Performance is limited and reactionary.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55.1-60
Effective	42.1-55
Developing	30.1-42
Ineffective	0-30

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, May 14, 2012

Updated Wednesday, June 27, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	55.1-60
Effective	42.1-55
Developing	30.1-42
Ineffective	0-30

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 Thursday, May 24, 2012

Updated Monday, August 20, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/133177-Df0w3Xx5v6/Principal Improvement Plan 6-19 Final_2.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:

I. Appeals Process:

A. A principal who receives an ineffective rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Board of Education regarding the evaluation conducted by the Superintendent of Schools.

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 fourteen days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.

D. The Board of Education shall respond to the appeal with written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within two weeks of the receipt of the appeal. The decision of the Board of Education 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.

E. 1. Notwithstanding the above, in the event that a tenured principal has received two consecutive ineffective APPR evaluation ratings, an expedited arbitration appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Bonnie Siber-Weinstock, Ira Lobel, and Jeffrey Selchick who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP within 35 days. The documentation to be furnished to the arbitrator on behalf of the tenured principal and by the District shall be exchanged between the tenured principal and the administration on an immediate basis at the time of submission to the arbitrator. In the event that either party has a question regarding the authenticity of such documentation, the same shall be presented in writing immediately to the arbitrator and copied to the other party for the arbitrator's review and consideration. The Arbitrator shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. 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 any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law. It is expected that the cost of said Section 3020-a hearing shall be paid for in accordance with the provision of the Education Law. In the event that the SED will not appoint one of the arbitrators listed above as the Section 3020-a Hearing Officer, then, the matter shall proceed as a disciplinary arbitration, the outcome of which shall be final and binding upon both parties. In that event, the District shall bear the hearing costs of the arbitrator and stenographic service and the tenured principal shall be entitled to pay rights during the pendency of the arbitration to the same extent as provided for under Section 3020-a of the Education Law.

2. In order to take advantage of the procedure outlined in E(1) above, the tenured principal 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 principal is unwilling to do so, the second tier appeal shall be heard by the superintendent.

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 evaluators are trained as lead evaluators, and 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 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 Rockland BOCES. Training will be conducted by Rockland 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 the NYSED. 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 that 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 or principal rubrics*
- *Application and use of any assessment tools used to evaluate teachers and principals*
- *Application and use of State-approved locally selected measures of student achievement*
- *Use of Statewide instructional Reporting System*
- *Scoring methodology used to evaluate teachers and principals*
- *Specific considerations in evaluating teachers and principals of ELLS and students with disabilities.*

During the 2011-12 school year, the Pearl River School District utilized the services of the Rockland BOCES Network Team to provide training for lead evaluators. This process included half-day and full-day workshops on each of the nine required elements necessary for the district to certify evaluators and lead evaluators. These training sessions were held at the Rockland BOCES Professional Development Center, on-site in the district, and through screen casts and toolkits produced by the Network Team. In addition to the BOCES Network Team, on-site trainings were also provided by consultants from the approved rubric providers.

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

For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified by October 30th of each school year or sixty (60) 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 Friday, August 17, 2012

Updated Monday, August 20, 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/5581/164363-3Uqgn5g9Iu/PRSD District Certification Form.pdf](assets/survey-uploads/5581/164363-3Uqgn5g9Iu/PRSD%20District%20Certification%20Form.pdf)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

HEDI Bands – 20 Points

Rating	% of Students Achieving or Meeting Target	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	58-59	11
Effective	56-57	10
Effective	53-55	9
Developing	50-52	8
Developing	44-49	7
Developing	38-43	6
Developing	31-37	5
Developing	26-30	4
Developing	21-25	3
Ineffective	16-20	2
Ineffective	11-15	1
Ineffective	0-10	0

HEDI Bands – 60% Teacher Effectiveness

Based on ASCD Danielson Rubric 2007

- Raw Score is out of 370 points
- Domain 2 and 3 must be at least 51% of this part (that is why it is weighted at 1.5)
- Domain 1 is out of 92 points (23 subcomponents x 4)
- Domain 2 is out of 90 points (15 subcomponents x 4 x 1.5)
- Domain 3 is out of 108 points (18 subcomponents x 4 x 1.5)
- Domain 4 is out of 80 points (20 subcomponents x 4)

Each element can receive a score of 0 – 4

- Ineffective – 0
- Low Developing – 1
- High Developing – 2
- Effective – 3
- Highly Effective – 4

Rating	Raw Score	Overall Value
Highly Effective	355 - 370	60
Highly Effective	330 -354	59
Effective	305 - 329	58
Effective	276 - 304	57
Effective	255 – 275	56
Developing	230 -254	55
Developing	210 - 229	54
Developing	190 - 209	53
Developing	180 - 189	52
Developing	170 - 179	51
Developing	160 - 169	50
Developing	150 - 159	49
Developing	140 – 149	48
Developing	130 – 139	47
Developing	125 – 129	46
Ineffective	120 – 124	45
Ineffective	115 – 119	44
Ineffective	110 – 114	43
Ineffective	105 – 109	42
Ineffective	100 – 104	41
Ineffective	98-99	40

HEDI Bands – 60% Teacher Effectiveness

Ineffective	96-97	39
Ineffective	94-95	38
Ineffective	92-93	37
Ineffective	91-90	36
Ineffective	88-89	35
Ineffective	86-87	34
Ineffective	84-85	33
Ineffective	82-83	32
Ineffective	80-81	31
Ineffective	78-79	30
Ineffective	76-77	29
Ineffective	74-75	28
Ineffective	72-73	27
Ineffective	70-71	26
Ineffective	68-69	25
Ineffective	66-67	24
Ineffective	64-65	23
Ineffective	62-63	22
Ineffective	60-61	21
Ineffective	58-59	20
Ineffective	56-57	19
Ineffective	54-55	18
Ineffective	52-53	17
Ineffective	49-51	16
Ineffective	46-48	15
Ineffective	43-45	14
Ineffective	40-42	13
Ineffective	37-39	12
Ineffective	34-36	11
Ineffective	31-33	10
Ineffective	28-30	9
Ineffective	25-27	8
Ineffective	22-24	7
Ineffective	19-21	6

HEDI Bands – 60% Teacher Effectiveness

Ineffective	16-18	5
Ineffective	13-15	4
Ineffective	10-12	3
Ineffective	7-9	2
Ineffective	4-6	1
Ineffective	0-3	0

HEDI Bands – Local 15%

Rating	% of Students Meeting Achievement Target	Overall Value
Highly Effective	96-100	15
Highly Effective	90-95	14
Effective	83-89	13
Effective	76-82	12
Effective	69-75	11
Effective	62-68	10
Effective	56-61	9
Effective	50-55	8
Developing	44-49	7
Developing	39-43	6
Developing	33-38	5
Developing	25-32	4
Developing	20-24	3
Ineffective	15-19	2
Ineffective	10-14	1
Ineffective	0-9	0

HEDI Bands – 20 Points

Rating	% of Students Meeting Achievement Target	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	58-59	11
Effective	56-57	10
Effective	53-55	9
Developing	50-52	8
Developing	44-49	7
Developing	38-43	6
Developing	31-37	5
Developing	26-30	4
Developing	21-25	3
Ineffective	16-20	2
Ineffective	11-15	1
Ineffective	0-10	0

Pearl River School District

Teacher Improvement Plan

Teacher's Name: _____ School: _____

Administrator's Name _____

Date of Meeting: _____ Union Rep. Present : _____ Yes _____ No

1. Area of improvement:

2. The duration of the Teacher Improvement Plan will be between three and nine months.
(For probationary teachers, TIP must be concluded by March 1st of any given year.)

Duration of TIP: _____

a. Dates for review of TIP progress with administrator:

b. Date for final review of progress:

3. Differentiated activities that will support improvement:

4. Manner of assessment:

Administrator Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

Cc: Personnel File Teacher Administrator

HEDI Bands – 20 Points

Rating	% of Students Achieving or Meeting Target	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	58-59	11
Effective	56-57	10
Effective	53-55	9
Developing	50-52	8
Developing	44-49	7
Developing	38-43	6
Developing	31-37	5
Developing	26-30	4
Developing	21-25	3
Ineffective	16-20	2
Ineffective	11-15	1
Ineffective	0-10	0

HEDI Bands – Local 15%

Rating	% of Students Achieving or Meeting Target	Overall Value
Highly Effective	96-100	15
Highly Effective	90-95	14
Effective	83-89	13
Effective	76-82	12
Effective	69-75	11
Effective	62-68	10
Effective	56-61	9
Effective	50-55	8
Developing	44-49	7
Developing	39-43	6
Developing	33-38	5
Developing	25-32	4
Developing	20-24	3
Ineffective	15-19	2
Ineffective	10-14	1
Ineffective	0-9	0

HEDI Bands – Local 20%

Rating	% of Students Achieving or Meeting Target	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	81-85	17
Effective	76-80	16
Effective	72-75	15
Effective	68-71	14
Effective	64-67	13
Effective	60-63	12
Effective	58-59	11
Effective	56-57	10
Effective	53-55	9
Developing	50-52	8
Developing	44-49	7
Developing	38-43	6
Developing	31-37	5
Developing	26-30	4
Developing	21-25	3
Ineffective	16-20	2
Ineffective	11-15	1
Ineffective	0-10	0

Pearl River School District

Principal Improvement Plan

Principal's Name: _____ School: _____

Evaluator's Name: _____

Date of Meeting: _____

1. Area of improvement:

2. The duration of the Principal Improvement Plan will be between three months and one semester for a probationary principal and at least 5 months for a tenured principal.

Duration of PIP: _____

a. Dates for review of PIP progress with evaluator:

b. Date for final review of progress:

3. Differentiated activities that will support improvement:

4. Manner of assessment:

Principal's Signature: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

Cc: Personnel File Principal Evaluator

Multidimensional Principal Performance Rubric	Points
Domain 1: Shared Vision of Learning	8
a. Culture	4
b. Sustainability	4
Domain 2: School Culture & Instructional Program	20
a. Culture	4
b. Instructional Program	4
c. Capacity Building	4
d. Sustainability	4
e. Strategic Planning Process	4
Domain 3: Safe, Efficient, Effective Learning Environment	16
a. Capacity Building	4
b. Culture	4
c. Sustainability	4
d. Instructional Program	4
Domain 4: Community	6.5
a. Strategic Planning Process: Inquiry	3
b. Culture	1.5
c. Sustainability	2
Domain 5: Integrity, Fairness, Ethics	7.5
a. Sustainability	4
b. Culture	3.5
Domain 6: Political, Social, Economic, Legal & Cultural Context	2
a. Sustainability	1
b. Culture	1
TOTAL POINTS	60

	Highly Effective	Effective	Developing	Ineffective
Domain 1: Shared Vision of Learning				
a. Culture	4	3.75	2.5	0
b. Sustainability	4	3.75	2.5	0
Domain 2: School Culture & Instructional Program				
a. Culture	4	3.75	2.5	0
b. Instructional Program	4	3.75	2.5	0
c. Capacity Building	4	3.75	2.5	0
d. Sustainability	4	3.75	2.5	0
e. Strategic Planning Process	4	3.75	2.5	0
Domain 3: Safe, Efficient, Effective Learning Environment				
a. Capacity Building	4	3.75	2.5	0
b. Culture	4	3.75	2.5	0
c. Sustainability	4	3.75	2.5	0
d. Instructional Program	4	3.75	2.5	0
Domain 4: Community				
a. Strategic Planning Process: Inquiry	3	2.5	1.5	0
b. Culture	1.5	1.25	1	0
c. Sustainability	2	1.5	1	0
Domain 5: Integrity, Fairness, Ethics				
a. Sustainability	4	3.5	2.5	0
b. Culture	3.5	3	1.75	0
Domain 6: Political, Social, Economic, Legal & Cultural Context				
a. Sustainability	1	.95	.75	0
b. Culture	1	.95	.75	0

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 8/20/12

John L. Morgan

Teachers Union President Signature: Date: 8/20/12

Ken O'Connor

Administrative Union President Signature: Date:

WFFJ 8/20/12

Board of Education President Signature: Date:

Robert Renda 08/20/2012