



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

Commissioner of Education
President of the University of the State of New York
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November 19, 2012

Mary Fox-Alter, Superintendent
Pleasantville Union Free School District
60 Romer Avenue
Pleasantville, NY 10570

Dear Superintendent Fox-Alter:

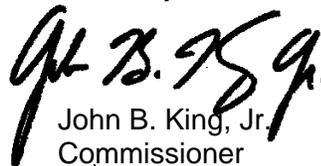
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

Please be advised that, pursuant to Education Law §3012-c, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results.

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: James Langlois

NOTES: 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.

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, August 01, 2012

Updated Wednesday, November 14, 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 : 660809030000

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

660809030000

1.2) School District Name: PLEASANTVILLE UFSD

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

PLEASANTVILLE 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.

Annual (2012-13)

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

Created Wednesday, August 01, 2012

Updated Wednesday, November 14, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects 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	District, regional, or BOCES-developed assessment	SW Regional K ELA Assessment
1	District, regional, or BOCES-developed assessment	SW Regional Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	SW Regional Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Utilizing student baseline data gathered from a regionally developed assessment and the learning content as
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>outlined in the Common Core and the NYS standards for ELA and the 6 shifts in literacy each teacher of record shall develop a growth target for the class. Results will be at or above the expectations for acceptable growth for grade/subject. Guidance for decision on HEDI bands and Growth expectations - from NYSED Engage NY APPR Conference April 30, May 1 Slide 67. See APPR SLO Growth Chart for HEDI point earning.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>86 -100% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>55-85% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>30-54% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>0-29% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Regional SWBOCES K Math Assessment
1	District, regional, or BOCES-developed assessment	Regional SWBOCES Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Regional SWBOCES Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Utilizing student baseline data gathered from a regionally developed assessment and the learning content as outlined in the Common Core and the NYS standards for Math each teacher of record shall develop growth target for the class. Results will be at or above the expectations for acceptable growth for grade/subject. Guidance for decision on HEDI bands and Growth expectations - from NYSED Engage NY APPR Conference April 30, May 1 Slide 67. See APPR SLO Growth Chart for HEDI point earning.</p>
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86 -100% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-85% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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	SW BOCES Regional Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Pleasantville Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Utilizing student baseline data gathered from NYS and regionally developed assessment and the learning content as outlined in the Common Core and the NYS science standards each teacher of record shall develop a growth for the class. Results will be at or above the expectations for acceptable growth for grade/subject. Guidance for decision on HEDI bands and Growth expectations - from NYSED Engage NY APPR Conference April 30, May 1 Slide 67. See APPR SLO Growth Chart for HEDI point earning.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	86 -100% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-85% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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

0-29% of the students scoring at or above the specific level of acceptable growth.
Please see chart labeled APPR SLO Growth.

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	SW Regional Grade 6 SS Assessment
7	District, regional or BOCES-developed assessment	SW Regional Grade 7 SS Assessment
8	District, regional or BOCES-developed assessment	Pleasantville Grade 8 SS 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.

Utilizing student baseline data gathered from district and regionally developed assessment and the learning content as outlined in the Common Core and the NYS social studies standards each teacher of record shall develop a growth target for the class. Results will be at or above the expectations for acceptable growth for grade/subject. Guidance for decision on HEDI bands and Growth expectations - from NYSED Engage NY APPR Conference April 30, May 1 Slide 67. See APPR SLO Growth Chart for HEDI point earning.

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

86 -100% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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

55-85% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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

30-54% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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

0-29% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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	Pleasantville Global 9 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.	Utilizing student baseline data gathered from NYS and district assessments and the learning content as outlined in the Common Core and the NYS social studies standards each teacher of record shall develop a growth target for the class. Results will be at or above the expectations for acceptable growth for grade/subject. Guidance for decision on HEDI bands and Growth expectations - from NYSED Engage NY APPR Conference April 30, May 1 Slide 67. See APPR SLO Growth Chart for HEDI point earning.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86 -100% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.
Effective (9 - 17 points) Results meet District goals for similar students.	55-85% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.
Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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	Not applicable	Not applicable

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Utilizing student baseline data gathered from NYS Regents assessments and the learning content as outlined in the Common Core and the NYS standards for science each teacher of record shall develop growth target for the class. Results will be at or above the expectations for acceptable growth for grade/subject. Guidance for decision on HEDI bands and Growth expectations - from NYSED Engage NY APPR Conference April 30, May 1 Slide 67. See APPR SLO Growth Chart for HEDI point earning. Please note 2.7 Physics Pleasantville does not give the NYS Regents Exam in Physics
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86 -100% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.
Effective (9 - 17 points) Results meet District goals for similar students.	55-85% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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.	Utilizing student baseline data gathered from the NYS regents assessment and the learning content as outlined in the Common Core and the NYS standards for Math in literacy each teacher of record shall develop a growth target for the class. Results will be at or above the expectations for acceptable growth for grade/subject. Guidance for decision on HEDI bands and Growth expectations - from NYSED Engage NY APPR Conference April 30, May 1 Slide 67. See APPR SLO Growth Chart for HEDI point earning.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

2.9) High School English Language Arts

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

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

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

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.	Utilizing student baseline data gathered from the NYS assessments and the learning content as outlined in the Common Core and the NYS standards for ELA and the 6 shifts in literacy each teacher of record shall develop a growth target for the class. Results will be at or above the expectations for acceptable growth for grade/subject. Guidance for decision on HEDI bands and Growth expectations - from NYSED Engage NY APPR Conference April 30, May 1 Slide 67. See APPR SLO Growth Chart for HEDI point earning.
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Effective (9 - 17 points) Results meet District goals for similar students.	55-85% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.
Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled

APPR SLO Growth.

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

0-29% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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
Non-Regents English	District, Regional or BOCES-developed	Pleasantville Developed course specific assessment in English Department Assessment
Non-Regents science	District, Regional or BOCES-developed	Pleasantville Developed course specific assessment in Science
Non-Regents math	District, Regional or BOCES-developed	Pleasantville Developed course specific assessment Math
Non-Regents social studies	District, Regional or BOCES-developed	Pleasantville Developed course specific assessment Social Studies
Non-Regents LOTE	District, Regional or BOCES-developed	Pleasantville Developed course specific assessment LOTE
Music/Performing Arts	District, Regional or BOCES-developed	Pleasantville Developed course specific assessment Music/Performing Arts
Physical Education	District, Regional or BOCES-developed	Pleasantville Developed course specific assessment PE
Art 9-12	District, Regional or BOCES-developed	Pleasantville Developed course specific assessment Art
ELA Skills	State-approved 3rd party assessment	AIMS Web
Math Skills	State-approved 3rd party assessment	AIMS Web
Grade 8 MST	State Assessment	NYS Grade 8 Math Assessment
Elementary Related Arts Grades K-4	State Assessment	NYS Grade 4 ELA Assessment
MS Related Arts GRADES 5-8	State Assessment	NYS ELA Assessments Grades 5-8

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.	Utilizing student baseline data gathered from a variety of sources - NYS assessments and District developed assessments and the learning content as outlined in the Common Core and the NYS standards for each content
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area, each teacher of record shall develop a growth target for the class. Results will be at or above the expectations for acceptable growth for grade/subject. Guidance for decision on HEDI bands and Growth expectations - from NYSED Engage NY APPR Conference April 30, May 1 Slide 67. See APPR SLO Growth Chart for HEDI point earning.

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

86 -100% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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

55-85% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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

30-54% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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

0-29% of the students scoring at or above the specific level of acceptable growth. Please see chart labeled APPR SLO Growth.

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/5364/157694-TXEttx9bQW/APPR SLO Growth Charts.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.

none

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 Wednesday, August 01, 2012
Updated Thursday, November 15, 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	AIMS Web
5	4) State-approved 3rd party assessments	AIMS Web
6	3) Teacher specific achievement or growth score computed locally	NYS ELA Grade 6 Assessment
7	3) Teacher specific achievement or growth score computed locally	NYS ELA Grade 7 Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For Grades 6,7 and 8, Performance on the NYS ELA Assessments will be used. Teachers in Grades 6,7 and 8 ELA will measure achievement based upon the percentage of students scoring above the State Median on the NYS Assessments. This information is available from NYSED. Teachers in grades 4 and 5 ELA will measure achievement based upon their students performance on AIMS Web. The performance above the National Mean will be the performance target. See APPR 15 Point Chart for every point within the scoring range.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>90-100% of the students in Grades 6,7 and 8, must score above the State Median on the NYS Assessments to earn this rating. This information is available from NYSED. Teachers in grades 4 and 5 ELA will earn this rating if 90 to 100% of their students score above the National Mean on AIMS Web.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>52-89% of the students in Grades 6,7 and 8, must score above the State Median on the NYS Assessments to earn this rating. This information is available from NYSED. Teachers in grades 4 and 5 ELA will earn this rating if 52 to 89% of their students score above the National Mean on AIMS Web.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>24 to 51% of the students in Grades 6,7 and 8, must score above the State Median on the NYS Assessments to earn this rating. This information is available from NYSED. Teachers in grades 4 and 5 ELA will earn this rating if 24 to 51% of their students score above the National Mean on AIMS Web.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0 to 23% of the students in Grades 6,7 and 8, must score above the State Median on the NYS Assessments to earn this rating. This information is available from NYSED. Teachers in grades 4 and 5 ELA will earn this rating if 0 to 23% of their students score above the National Mean on AIMS Web.</p>

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
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4	4) State-approved 3rd party assessments	AIMS Web
5	4) State-approved 3rd party assessments	AIMS Web
6	5) District, regional, or BOCES–developed assessments	Pleasantville Grade 6 Math Achievement Test
7	5) District, regional, or BOCES–developed assessments	Pleasantville Grade 7 Math Achievement Test
8	5) District, regional, or BOCES–developed assessments	Pleasantville Grade 8 Math Achievement Test

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For Grades 6,7 and 8, Performance on District Assessments will be used. District assessments will be measure levels of students success on the NYS Learning Standards and the Common Core. Teachers in Grades 6,7 and 8 Math will measure achievement based upon the percentage of students scoring at or above the district achievement targets. Teachers in grades 4 and 5 Math will measure achievement based upon their students performance on AIMS Web. The performance above the National Mean will be the performance target. See APPR 15 Point Chart for every point within the scoring range.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90 to 100% of the students in Grades 6,7 and 8, must score at or above 70% on the District Assessments to earn this rating. Teachers in grades 4 and 5 Math will earn this rating if 90 to 100% of the students score above the National Mean on AIMS Web.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	52 to 89% of the students in Grades 6,7 and 8, must score at or above 70% on the District Assessments to earn this rating. Teachers in grades 4 and 5 Math will earn this rating if 52 to 89% of the students score above the National Mean on AIMS Web
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24 to 51% of the students in Grades 6,7 and 8, must score at or above 70% on the District Assessments to earn this rating. Teachers in grades 4 and 5 Math will earn this rating if 24 to 51% of the students score above the National Mean on AIMS Web
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 to 23% of the students in Grades 6,7 and 8, must score at or above 70% on the District Assessments to earn this rating. Teachers in grades 4 and 5 Math will earn this rating if 0 to 23% of the students score above the National Mean on AIMS Web

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/5139/157804-rhJdBgDruP/APPR Chart 15 Points.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	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AIMS Web
3	4) State-approved 3rd party assessments	AIMS Web

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 district has accepted the recommendation of the APPR committee and has decided to select a NYS approved assessment - AIMSweb for this group of teachers. Pleasantville performance data will be reviewed and measured against AIMS Web ELA Testing results. Proficiency will be at percentages above the national mean. See Chart APPR Local 20 points Appendix C-4 for point distribution.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To earn this rating a teacher must have 86 to 100 percent of students scoring at or above the National Mean on AIMS Web
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To earn this rating a teacher must have of 41- 85 percent of students scoring at or above the National Mean on AIMS Web
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To earn this rating a teacher must have 11 to 40 percent of students scoring at or above the National Mean on AIMS Web
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To earn this rating a teacher must have 0 to 10 percent of students scoring at or above the National Mean on AIMS Web

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	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AIMS Web
3	4) State-approved 3rd party assessments	AIMS Web

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 district has accepted the recommendation of the APPR committee and has decided to select a NYS approved assessment -AIMS Web - for this group of teachers. Pleasantville performance data will be reviewed and measured against AIMS Web Math Testing results. Proficiency will be at percentages above the national mean. See Chart APPR Local 20 points Appendix C-4 for point distribution.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To earn this rating a teacher must have 86 to 100 percent of students scoring at or above the National Mean on AIMS Web
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To earn this rating a teacher must have of 41- 85 percent of students scoring at or above the National Mean on AIMS Web
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	To earn this rating a teacher must have 11 to 40 percent of students scoring at or above the National Mean on AIMS Web
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To earn this rating a teacher must have 0 to 10 percent of students scoring at or above the National Mean on AIMS Web

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	SW Regional Grade 6 Science Test
7	5) District, regional, or BOCES–developed assessments	Pleasantville grade 7 science assessment
8	3) Teacher specific achievement or growth score computed locally	NYS grade 8 Science Test

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.	Performance is measured by the percentage of students who meet or exceed the achievement target for the class using the regionally developed assessments, district developed assessments and the NYS science 8 test. See Chart APPR Local 20 points Appendix C-2 for point distribution.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86 -100% of students who meet or exceed the achievement target of 65% or at levels 3 and 4 on the performance rubric
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-85% of students who meet or exceed the achievement target of 65% or at levels 3 and 4 on the performance rubric.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	11-40% of students who meet or exceed the achievement target of 65% or at levels 3 and 4 on the performance rubric.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 10% of students who meet or exceed the achievement target of 65% or at levels 3 and 4 on the performance rubric.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	SWBOCES Grade 6 Social Studies Regional Assessment
7	5) District, regional, or BOCES–developed assessments	SWBOCES Grade 7 Social Studies Regional Assessment
8	5) District, regional, or BOCES–developed assessments	Pleasantville Grade 8 Social Studies Achievement Test

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.	Performance is measured by the percentage of students who meet or exceed the achievement target of 65% for the class using regionally developed assessments and a district assessment. See Chart APPR Local 20 points Appendix C-2 for point distribution.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	86 -100% of students who meet or exceed the achievement target of 65%.

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-85% of students who meet or exceed the achievement target of 65%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	11-40% of students who meet or exceed the achievement target of 65%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 10% of students who meet or exceed the achievement target of 65%

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	Pleasantville Global 9 Achievement Test
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Performance is measured by the percentage of students who meet or exceed the achievement target for the class using the NYS Regents exams and a district developed assessment. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams. See Chart APPR Local 20 points Appendix C-2 for point distribution.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86 -100% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-85% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	11-40% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 10% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams.

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 Biology Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents
Physics	5) District, regional, or BOCES–developed assessments	Pleasantville HS Physics Achievement Exam. District does NOT give NYS Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Performance is measured by the percentage of students who meet or exceed the achievement target for the class using the NYS Regents Exams and a district dvlpd assessment. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams. See Chart APPR Local 20 points Appendix C-2 for point distribution.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86 -100% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-85% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	11-40% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 10% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams

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 Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2/Trig Regents

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

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

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.	Performance is measured by the percentage of students who meet or exceed the achievement target for the class using the NYS Regents Exams. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams. See Chart APPR Local 20 points Appendix C-2 for point distribution.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86 -100% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-85% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	11-40% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be

used when scoring the Regents Exams

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

0 - 10% of students who meet or exceed the achievement target of 65%. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams

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	Pleasantville Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Pleasantville Grade 10 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.

Performance is measured by the percentage of students who meet or exceed the achievement target for the class using the NYS Regents exam and district dvpld assessments. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams. See Chart APPR Local 20 points Appendix C-2 for point distribution.

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

86 -100% of students who meet or exceed the achievement target of 65. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams

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

41-85% of students who meet or exceed the achievement target of 65. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams

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

11-40% of students who meet or exceed the achievement target of 65. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams.

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

0 - 10% of students who meet or exceed the achievement target of 65. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams.

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
Non Regents English	5) District/regional/BOCES—developed	Pleasantville developed course specific English Department Assessment
Non Regents Science	5) District/regional/BOCES—developed	Pleasantville developed course specific Science Department Assessment
Non- Regents Math	5) District/regional/BOCES—developed	Pleasantville developed course specific Math Department Assessment
Non- Regents Social Studies	5) District/regional/BOCES—developed	Pleasantville developed course specific Social Studies Department Assessment
Non Regents LOTE	5) District/regional/BOCES—developed	Pleasantville developed course specific LOTE Department Assessment
Music /Performing Arts	5) District/regional/BOCES—developed	Pleasantville developed course specific Music/Performing Art Department Assessment
Physical Education	5) District/regional/BOCES—developed	Pleasantville developed course specific PE Department Assessment
Art 9-12	5) District/regional/BOCES—developed	Pleasantville developed course specific Art Department Assessment
ELA Skills	4) State-approved 3rd party	AIMS web
Math Skills	4) State-approved 3rd party	AIMS web
Grade 8 MST	5) District/regional/BOCES—developed	Grade 8 MST assessment
Elementary Related Arts grades k-4	5) District/regional/BOCES—developed	Pleasantville developed course specific Department assessments for each course
MS Related Arts grade 5-8	5) District/regional/BOCES—developed	Pleasantville developed course specific Department assessments 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 district has accepted the recommendations of the APPR Committee and set a target that 75% of the students of a teacher of record will meet the established Student Achievement Target. See Chart APPR Local 20 points Appendix D for point distribution.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	86 -100% of students who meet or exceed the achievement target. Please see attached chart labeled Local 20 points for point distribution.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-85% of students who meet or exceed the achievement target. Please see attached chart labeled Local 20 points for point distribution.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	11-40% of students who meet or exceed the achievement target. Please see attached chart labeled Local 20 points for point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 10% of students who meet or exceed the achievement target. Please see attached chart labeled Local 20 points for point distribution.

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/5139/157804-y92vNseFa4/APPR Local 20 points Chart 2012-13_1.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.

none

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.

Results of multiple selected measures must translate into one overall score. Therefore each score /SLO must be weighted proportionally based on the number of students in each class. The following sample is illustrative of the process. HS English Teacher has 55 students and he needs a SLO for each of his 2 classes. Class 1(SLO 1) has 25 students, class 2 (SLO 2) has 30 students, Class/SLO 1 result 16, 25/60 Total = 42% of overall - 16* 42% = 7 points, Class/SLO 2 result 19, 30/60 = 50%, 50%* 19 points = 10, Total Points 17 - Effective.

Class rosters and attendance information is available to all teachers using the eSchool Data System. The district also has met with the CIO and the scheduling data person to ensure that all teachers of record understand the contact time associated with each class. SLOs will be created based on courses that meet most often and are the longest in length. The District administrators will meet in September to review all data, dosage rules and detail for staff the weighted proportions based upon teacher enrollments and classes.

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 Friday, August 03, 2012

Updated Wednesday, November 14, 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 (2011 Revised Edition)

(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]	40
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	20

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)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The district's APPR details that Domains 2 and 3 are worth 2/3rds of the local 60 points, due to the great emphasis being placed upon classroom instruction and the classroom environment. This complies with Ed Law section 3012-c in that it attributes the majority of the local 60 to measures observable in the classroom. The district has valued the relative weights of each subcomponent with the subdomains to account for areas that the district values the most. The district is using a conversion chart to ensure that all points are obtainable within the rubric. The attached Chart will round up any number (to the nearest whole number) that contains a decimal of .5 or greater and round down any number that contains a decimal of less than a .5 to the nearest whole number to obtain the unit member's local 60 point score.

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

(No response)

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

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>Overall teacher performance is rated at a distinguished/highly effective level using the 4 domains of the rubric. Knowledge of content and pedagogy is extensive, there is a high level of quality of questions and discussion techniques; an in-depth knowledge of students' special needs; high expectations are set for learning and achievement and highly responsive to students interests and questions; and the teacher's involvement in professional development activities is high quality, focused on continual improvement</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>Overall teacher performance is rated at a proficient level/effective level using the 4 domains of the rubric. Knowledge of content and pedagogy is solid, there is a solid level of quality of questions and discussion techniques; and thorough knowledge of students' special needs; strong expectations are set for learning and achievement and different approaches are used to ensure successful learning for all students, and the teacher is actively involved in professional development activities that support school improvement efforts.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>Overall teacher performance is rated at a basic /developing level using the 4 domains of the rubric. Knowledge of content and pedagogy is represented by basic understanding, there is a partial level of quality questioning and discussion techniques; and there is partial knowledge of students' special needs; expectations for learning and achievement are moderate and a limited number of different approaches are used to ensure successful learning for all students, and the teacher is partially involved in professional development activities that support school improvement efforts.</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>Overall teacher performance is rated at an unsatisfactory/ineffective level using the 4 domains of the rubric. Teacher displays little knowledge of content and pedagogy, there is a partial level of quality questioning and discussion techniques; and knowledge of students' special needs is limited or lacking; expectations for learning and achievement are trivial and the level of different approaches is unsuitable to ensure successful learning for all students, and the teacher has little or no involvement in professional development activities.</p>

Provide the ranges for the 60-point scoring bands.

Highly Effective	60-58
------------------	-------

Effective	57-53
Developing	52-41
Ineffective	40-0

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	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
---	---

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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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	60-58
Effective	57-53
Developing	52-41
Ineffective	40-0

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

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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/5265/158766-Df0w3Xx5v6/APPR TIP.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:

APPEALS PROCESS - PLEASANTVILLE

WHEREAS, the parties have mutually agreed to the following appeals process to be incorporated into the District's APPR Plan Document for teachers covered by education law § 3012-c and part 30-2 regents rules:

1. Appeals Process:

A. Any teacher who receives an ineffective composite APPR rating shall be entitled to appeal his/her annual APPR rating, based upon a paper submission (including email) to the Superintendent of Schools or her designated Administrator, who shall be adequately trained and certified, in the evaluation rubric, trained in accordance with the requirements of statute and regulations and who possesses either an SDA or SDL Certification.

B. The appeal must be brought in writing (including email), 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. A copy of the appeal shall be sent to the TAP President, unless the unit member objects to the same.

The areas of concern as referenced above for which a teacher who is rated ineffective on his/her APPR may bring an appeal are:

- 1. The substance of the annual professional performance review;*
- 2. The District's adherence to the standards and methodologies required for the APPR;*
- 3. The adherence to the Part 30 Regents Rules; and/or*
- 4. Compliance with the locally negotiated procedures that govern the APPR.*

Further, a teacher who is placed on a Teacher Improvement Plan (TIP) shall have a corresponding right to appeal concerns regarding the TIP upon the District's issuance and/or implementation of a TIP (where applicable), in accordance with the requirements of Section 3012-c of the Education Law.

C. An appeal of a composite APPR rating or a TIP must be commenced within ten (10) school days of the presentation of the document to the teacher or else the right to appeal shall be deemed waived in all regards.

D. The Superintendent or her designated Administrator shall respond to the appeal with a written answer granting the appeal and directing further administrative action or denying the appeal. The Superintendent or her designated Administrator shall review the evidence underlying the observations of the teacher along with all other evidence submitted by the teacher prior to rendering a decision. Such decision shall be made within ten (10) school days of the receipt of the appeal.

E. The decision of the Superintendent or her designated Administrator, so long as the decision is made within the timeframe set forth in paragraph D, shall be final and binding in all regards and shall not be subject to review at arbitration, before any administrative agency or in any court of law.

F. 1. Notwithstanding the above, in the event that a tenured teacher has received two consecutive ineffective APPR evaluation ratings, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Sheila Cole, Jeffrey Selchick, Ira Lobel and Howard Edelman, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the teacher improvement plan on a timely and expeditious basis, within 45 days of the receipt of the written appeal.

The documentation to be furnished to the Arbitrator on behalf of the tenured teacher and by the District shall be exchanged between the tenured teacher 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 within 48 hours to the arbitrator and copied to the other party for the arbitrator's review and consideration. 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 as the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn't resolved in the appeal. In such event, the Section 3020-a hearing officer's review of the evaluations that have been subject to the appeals process shall be de novo to the maximum extent permitted by law. It is expected that the cost of said hearing shall be paid for in accordance with the provision of the Education Law; provided, however, in the event that SED will not pay for the costs of the hearing, that expense shall be borne by the District and the proceedings shall be in the nature of a disciplinary arbitration and not a statutory hearing under section 3020-a of the Education Law. During the pendency of a disciplinary arbitration the pay rights of the teacher shall be the same as those afforded to teachers who are subject to statutory proceedings under Section 3020-a of the Education Law. In such event, the Section 3020-a hearing officer's review of the evaluations that have been subject to the appeals process shall be de novo to the maximum extent permitted by law.

2. In order to take advantage of the procedure outlined in F(1) above, the tenured teacher must consent to the use of the arbitrator from the arbitration panel who heard the appeal should the District proceed to find probable cause under Section 3020-a of the Education Law. If the tenured teacher is unwilling to do so, the appeal shall be heard by the Superintendent.

G. The provisions set forth above, shall neither be construed to alter or affect the rights of probationary teachers pursuant to Section 3031 of the New York State Education 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 participates in the Southern Westchester BOCES Lead Evaluator Training and are certified as per state authorization. To ensure inter-rater reliability, all evaluators will attend the annual re-certification courses at SWBOCES. SWBOCES has been authorized by NYSED to provide the re-certification courses to ensure inter-rater reliability. In addition, District has recently purchase the Danielson 2011 model - Teachscape - Framework for Teaching Proficiency. This model provides 15 hours of training.

We also use our BOCES as our Network Team.

Training summary from SWBOCES, 20 hours. Monitoring of attendance is done through the superintendent's office. All documentation is kept with the Human Resources. Courses have included - NYS Teaching Standards and Evidenced Based Observations, Creating Continuous Improvement Cycles, Creating a Framework for Developing Effectives SLOs, Evidenced Based Observations Protocols and Exploration of the growth value added model, Writing Quality Student Learning Objectives. Additional training - LHRIC - Danielson's Framework for Teaching, NYSSBA's The New APPR, WPSBA's - Implementing the APPR.

District resources have been set aside in the Pleasantville district budget and enrollment for all appropriate co-sers have been a part of the budgeting process and will be in each subsequent budget cycle. Approval of all appropriate workshop forms is done at the district office level. A Board resolution certifying the training is part of the process. In addition to the Lead Evaluator Training from SWBOCES, During the last school year, the district purchased the Framework for Teaching texts and has had extensive faculty PD sessions on the model. An annual recertificaion resolution will be part of a Board of Education agenda.

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, August 09, 2012

Updated Wednesday, November 14, 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):

5-8 Pleasantville Middle School
9-12 Pleasantville High School
(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 Assessments in Grades 3 and 4 ELA
K-4	State assessment	Assessments in Grades 3 and 4 Math

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.	SLO Growth Targets will be set by the Superintendent and the Principal based upon a review of baseline data from the Grade 3 ELA and Grade 3 Math pre-assessments. The pre-assessments are district developed. Results will be at or above the expectations for acceptable growth across SLOs for grade 3 and subject (ELA and Math). HEDI Rating Bands are based upon the percentage of students who meet or exceed the targets. Grade 4 will have a NYS provided growth score for ELA and Math.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Please see chart labeled SLO Growth.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see chart labeled SLO Growth.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see chart labeled SLO Growth.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Please see chart labeled SLO Growth.

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.

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://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 Friday, August 03, 2012

Updated Wednesday, November 14, 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
K-4	(a) achievement on State assessments	NYS ELA, Math, Science Assessments
5-8	(a) achievement on State assessments	NYS ELA, Math, Science Assessments
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	HS Graduation Rate

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.	The Pleasantville UFSD APPR committee decided to use the NYS ELA, Math and Science and assessments in a different manner to measure the the performance of the K-4 and 5-8 grades 5-8 principals. The district has set a target for performance above the NYS median on the NYS ELA, Math and science assessments to define proficiency. The Grads 9-12 HS Principal will be measured using the HS graduation rate. Please see attached chart APPR Admin Charts for point distribution.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For the grades K-4 Elementary School and the 5-8 Middle School, student achievement is measured by the percentage of students who have scored significantly above the NYS Median on the NYS ELA, Math and Science assessments - it is the district target of 90 to 100 % above the median to be considered highly effective. Graduation rate is the measure for the grades 9-12 HS

principal. 90 to 100% of the students must graduate in order to be considered highly effective. Please see attached chart APPR Admin Chart for point distribution.

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

For the grades K-4 Elementary School and the 5-8 Middle School, student achievement is measured by the percentage of students who have scored above the NYS Median on the NYS ELA, Math and Science assessments - it is the district target of 52 to 89% above the median to be considered effective. The principal for the grades 9-12 HS will use the graduation rate for the cohort of graduates. The rate must be between 89 and 57% to be considered effective. Please see attached chart APPR Admin Charts for point distribution.

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

For the grades K-4 Elementary School and the 5-8 Middle School, student achievement is measured by the percentage of students who have scored above the NYS Median on the NYS ELA, Math and Science assessments. If only 24 to 51% of the students score above the NYS median on the NYS Assessments then the principal has earned a developing rating. If the grades 9-12 HS's graduation rate is between 56 and 29% then the principal will earn a developing rating. Please see attached chart APPR Admin Charts 15 Points MS HS for point distribution.

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

For the grades K-4 Elementary School and the 5-8 Middle School, student achievement is measured by the percentage of students who have scored above the NYS Median on the NYS ELA, Math and Science assessments, if only 0-23% of the students earn a score above the NYS median Assessments then the principal is ineffective. If only 0 to 28% of the students in the graduating cohort of the grades 9-12 High School graduates then this principal is deemed ineffective. Please see attached chart APPR Admin Charts for point distribution.

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/5366/158793-qBFVOWF7fC/APPR ADMIN Charts.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	(a) achievement on State assessments	NYS ELA, Math, Science Assessments
5-8	(a) achievement on State assessments	NYS ELA, Math, Science Assessments
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	HS Graduation Rate

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The Pleasantville UFSD APPR committee decided to use the NYS ELA, Math and Science and assessments in a different manner to measure the the performance of the K-4 and 5-8 grades 5-8 principals. The district has set a target for performance above the NYS median on the NYS ELA, Math and science assessments to define proficiency. The Grads 9-12 HS Principal will be measured using the HS graduation rate. Please see attached chart APPR Admin Charts for point distribution.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For the grades K-4 Elementary School and the 5-8 Middle School, student achievement is measured by the percentage of students who have scored significantly above the NYS Median on the NYS ELA, Math and Science assessments - it is the district target of 90 to 100 % above the median to be considered highly effective. Graduation rate is the measure for the grades 9-12 HS principal. 90 to 100% of the students must graduate in order to be considered highly effective. Please see attached chart APPR Admin Chart for point distribution.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For the grades K-4 Elementary School and the 5-8 Middle School, student achievement is measured by the percentage of students who have scored above the NYS Median on the NYS ELA, Math and Science assessments -- it is the district target of 41-85 % above the median to be effective. Graduation rate is the measure for the grades 9-12 HS principal. 56 to 89% of the students must graduate in order to be considered effective. Please see Chart APPR ADMIN chart for points</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For the grades K-4 Elementary School and the 5-8 Middle School, student achievement is measured by the percentage of students who have scored significantly above the NYS Median on the NYS ELA, Math and Science assessments -if only 11-40% of the students score above the NYS median then the principal has earned a developing rating. If the HS graduation rate is between 55 and 29% then the HS grades 9-12 principal will earn a developing rating. Please see Chart APPR ADMIN chart for points</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>For the grades K-4 Elementary School and the 5-8 Middle School, student achievement is measured by the percentage of students who have scored above the NYS Median on the NYS ELA, Math and Science assessments -, if only 0-10% of the students earn a score above the NYS median on the NYS Assessments then the principal is ineffective. If only 0 to 28% of the the students in the graduating</p>

cohort actually graduates then this 9-12 principal is deemed ineffective. Please see Chart APPR ADMIN Chart for point distribution

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/5366/158793-T8MIGWUVm1/APPR ADMIN Charts.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.

None

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.

The administrative scores are assigned by averaging their respective students' achievement scores, weighted appropriately, creating then one aggregate score and then using the attached charts for the final point distribution.

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
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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
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9. Other Measures of Effectiveness (Principals)

Created Friday, August 03, 2012

Updated Wednesday, November 14, 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.

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district chose the MPPR because it has been designed to support principals and superintendents as they work to make explicit connections between the actions, decisions and learning of school leaders and the improvements to teaching and learning in the schools they lead. The MPPR supports the use of the Educational Leadership Policy Standards: ISLLC 2008. This component is organized by ISLLC domain, with five dimensions, culled by clustering and categorizing the ISLLC "functions." These dimensions (Culture, Sustainability, Instructional Program, Capacity Building and Strategic Planning Process) are consistent throughout this component, though not all appear in every domain. Descriptors are specific to each domain. The second component of the MPPR supports Goal Setting and Attainment and has dimensions that are arranged to scaffold the goal setting process, from the initial defining of goals, through action planning, implementation and monitoring and evaluation. The MPPR will allow the superintendent of schools to evaluate the principals:

- document baseline observations about principal practice
- support principals in setting and attaining goals
- uncover entry points for collaboration, influence and intervention
- support differentiation by aligning professional development opportunities and resources with needs
- monitor connections to and progress toward the district's vision, goals, improved teacher practice and student learning
- support diagnostic, formative and summative assessments
- provide purpose and context for evidence gathering and the use of data

HEDI Bands:

Highly Effective 58-60

Effective 53-57

Developing 44-52

Ineffective 0-43

The attached APPR Admin chart for the 60 points of the principals evaluation details the 60 point calculation and how each point can be assigned given a HEDI (an H, an E, a D or an I) score for each of the sub-components of each domain. The decimal point will be rounded - see note at bottom of the Chart

Multidimensional Principal Performance Rubric Points

Domain 1: Shared Vision of Learning 9

a. Culture 5

b. Sustainability 4

Domain 2: School Culture Instructional Program 17

a. Culture 3

b. Instructional Program 6

c. Capacity Building 2

d. Sustainability 3

e. Strategic Planning Process 3

Domain 3: Safe, Efficient, Effective Learning Environmen 15

- a. Capacity Building 5*
- b. Culture 4*
- c. Sustainability 3*
- d. Instructional Program 3*

Domain 4: Community 9

- a. Strategic Planning Process: Inquiry 5*
- b. Culture 2*
- c. Sustainability 2*

Domain 5: Integrity, Fairness, Ethics 6

- a. Sustainability 4*
- b. Culture 2*

Domain 6: Political, Social, Economic, Legal Cultural Context 4

- a. Sustainability 2*
- b. Culture 2*

TOTAL POINTS 60

Observations of a principal's performance are on-going throughout the year as principals engage in a constant process of interacting both formally and informally with their staff and stakeholders - parents, students, community members. Using such a lens and a shared understanding as well as the guidance documents of the 3012c Law, the points distributed within the domains of the MPPR were assigned through a collaborative process.

The Superintendent of Schools shall determine the points within each of the domains, taking into account the elements of each domian, to the extent necessary to account for each of the six ISLLC Standards on an annual basis. The APPR composite effectiveness rating is on the 0-100 point scale.

The local 60 Points will be computed for the purposes of the Final Summative Evaluation for Building Principals based upon the following methodology:

- * A Highly Effective rating shall receive 100% of the total point value for the domain*
- * An Effective Rating shall receive 96% of the total point value for the domain*
- * A Developing Rating shall receive 82.5% of the total point value for the domain*
- * An Ineffective Rating shall receive no points.*

This methodology ensures that all points 0-60, are obtainable on the local measure, in accordance with the provisions of Educaion Law Section 3012-c. The relative weights attributed to the sub-domain values for the receipt of the respective ratings as set forth above and on the HEDI bands below and above were locally negotiated in order to ensure the likelihood that a building principal who receives an "effective rating" on the Local 20, the State 20 and the Local 60 would receive a compsoite effectiveness rating within the regulated "effective" range of 75-90.

Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges for 2012-13

- Rating Point Range*
- Highly Effective 58-60*
- Effective 53-57*
- Developing 44-52*
- Ineffective 0-43*

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/5143/158804-pMADJ4gk6R/APPR Pleasantville Administrators 7.12.12_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.

Overall performance and results exceed the ISLLC leadership standards.

Effective: Overall performance and results meet standards.	Overall performance and results meets the ISLLC leadership standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet the ISLLC leadership standards.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet the ISLLC leadership standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	53-57
Developing	44-52
Ineffective	0-43

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)

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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	58-60
Effective	53-57
Developing	44-52
Ineffective	0-43

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 Friday, August 03, 2012

Updated Wednesday, November 14, 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/5276/158818-Df0w3Xx5v6/APPR Principal Improvement Plan.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

WHEREAS, the parties have mutually agreed to the following appeals process to be incorporated into the District's APPR Plan Document for principals covered by Education Law §3012-c and Part 30-2 Regents Rules;

I. Appeals Process:

A. Any principal who receives an "ineffective" rating on his/her annual composite APPR or a tenured principal who receives a

“developing” composite APPR rating, having also received a rating at or below “developing” on the Local 60 Points, shall be entitled to appeal his/her annual APPR rating, based upon a paper submission to the Superintendent’s administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an appropriate district-wide administrative Certification.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a principal who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an APPR evaluation or a PIP must be commenced within ten (10) business days of the presentation of the final document to the principal or else the right to appeal shall be deemed waived in all regards. This period shall be tolled for any days during said ten (10) business day period that the principal is on a planned vacation. In the case of a PIP appeal, there shall be a second ten (10) business day period for a PIP appeal following the end date of the PIP, and in the event that an appeal is not timely filed by the tenth business day following the end date of the PIP, the right to such an appeal shall be deemed waived in all regards. This period shall be tolled for any days during said ten (10) working day period that the principal is on a planned vacation.

D. The Superintendent’s administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal. The Superintendent’s administrative designee shall review the evidence underlying the observations of the principal along with all other evidence submitted by the principal prior to rendering a decision. Such decision shall be made within ten (10) business days of the receipt of the appeal. This period shall be tolled for any days during said ten (10) business day period that the Superintendent’s administrative designee is on a planned vacation. So long as the decision is made within the timeframe set forth in this paragraph, the decision of the Superintendent’s administrative designee 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, the appeal shall be to an arbitrator selected on a rotating basis from the following list, based on order and reasonable timeframe of availability: Carol Wittenberg, Arthur Riegel and Bonnie Siber-Weinstock, who shall make a final and binding decision upon the appeal of the APPR evaluation and/or the PIP, on a timely and expeditious basis, within 45 days of the receipt of the written appeal.

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 to hear the appeal shall be the next available arbitrator from the list above and shall be designated the Section 3020-a hearing officer. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law §3020-a, so long as the identical issue wasn’t resolved in the appeal. 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 arbitrator from the arbitration panel set forth in paragraph E(1) above who heard the appeal, 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 appeal shall be heard by the Superintendent’s administrative designee.

WHEREAS, the parties have mutually agreed that the following Principal Improvement Plan (PIP) procedure and form shall be incorporated into the District’s APPR Plan Document for principals covered by Education Law § 3012-c and Part 30-2 Regents Rules;

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 participates in the SWBOCES Lead Evaluator Turnkey training sessions. My Learning Plan documents each training session and district conference and workshop forms are used internally for accountability purposes. The Board of Education will pass a resolution certifying the attendance upon submission of the dates by the Supt of Schools. The District has budgeted for the SWBOCES co-ser for Network Training. Annual re-certification sessions will be budgeted for and attendance mandated and monitored.

Inter-rater reliability will be ensured by completion of the 15 hours of certification done through training in the Danielson 2011 model Teachscape.

Training Summary from SWBOCES, 20 Hours

NY Teaching standards and evidenced based observations

Creating continuous improvement cycles

Creating a framework for developing effective SLOs

Evidenced based observation protocols and exploration of the growth value added model

Writing quality student learning objectives

Lead Evaluator Training on the MPPR and the ISSLC standards.- an additional 8 hours

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 Wednesday, August 01, 2012

Updated Thursday, November 15, 2012

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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/5581/157905-3Uqgn5g9Iu/APPR Certification Form.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 Ratings	Points	Pleasantville UFSD SLO Growth Chart
Highly Effective	20	96-100
	19	91-95
	18	86-90
Effective	17	81-85
	16	77-80
	15	74-76
	14	71-73
	13	67-70
	12	64-66
	11	61-63
	10	59-60
	9	55-58
	Developing	8
7		46-49
6		41-45
5		39-40
4		35-38
3		30-34
Ineffective	2	25-29
	1	1-24
	0	0

Pleasantville Union Free School District to be used should NYSED introduce a value added Growth Model during the 2012-13 School Year.

HEDI Rating	15 Points	Percentage of Students meeting the target
Highly Effective	15	96-100
	14	90-95
Effective	13	83-89
	12	74-82
	11	67-73
	10	60-66
	9	56-59
	8	52-55
Developing	7	47-51
	6	43-46
	5	38-42
	4	33-37
	3	24-32
Ineffective	2	18-23
	1	9-17
	0	0-8

APPENDIX C-1

Percentage of 6th 7th or 8th Grade
Students Scoring at or above 70%
on the Math Assessment

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

APPENDIX C-2

Percentage of Students scoring at or above the State Median on ELA or Science Assessments/Percentage of Students scoring at or above 65 on the State Regents Examinations. In order to convert the score into a percent, the NYS Regents Scaled Score Conversion Chart will be used when scoring the Regents Exams.

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

APPENDIX C-4

Percentage of K-5 Students
Scoring at or above the National
Mean on the AIMSweb ELA or
MATH Assessments

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

APPENDIX D

Rating Bands – For Local 20 Points for Teachers in all other courses.

Overall Value	Percent of students in a Teacher's class who meet or exceed the achievement Target for the class, based upon a SLO
20	96-100
19	91-95
18	86-90
17	81-85
16	76-80
15	71-75
14	66-70
13	61-65
12	56-60
11	51-55
10	46-50
9	41-45
8	36-40
7	31-35
6	26-30
5	21-25
4	16-20
3	11-15
2	6-10
1	1-5
0	0

Pleasantville Teacher Improvement Plan:

The parties have agreed upon the following Teacher Improvement Plan (TIP) Procedure and Form for teachers covered under Education Law § 3012-c and Part 30-2 of the Regents Rules who receive a developing or ineffective rating on their composite APPR.

Upon receiving a composite effectiveness rating of “developing” or “ineffective”, a teacher shall be provided with a Teacher Improvement Plan (TIP).

Purpose: The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action.

Process:

- I. The TIP shall be developed in consultation with the teacher. The Association President shall be informed of the District’s intent to provide a TIP to a teacher within ten (10) school days of the teacher’s receipt of a “developing” or “ineffective” APPR Composite score.
- II. If the teacher has been assigned a mentor, at the option of the teacher, he/she shall be permitted to bring the mentor during any meeting associated with the TIP.

Duration: The length of a TIP for a probationary teacher shall be between three (3) and five (5) months in duration, as determined by the District. The length of a TIP shall be between five (5) and ten (10) months in duration for a tenured faculty member, as determined by the District. Notwithstanding the above, the length of a TIP may be shortened by mutual agreement of the District and the unit member who is on the TIP. In the case of a probationary teacher, the length of a TIP may be extended if the District determines the need to do so.

Form: A TIP shall be provided in a form mutually agreeable to the parties.

Contents: A TIP shall clearly specify:

- (i) the area(s) in need of improvement;
- (ii) the performance goals, expectations, benchmarks, standards and timeliness the teacher must meet in order to achieve an effective rating;
- (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress and goal achievement;
- (iv) the anticipated frequency and duration of meetings of the teacher, administrator, and mentor (if one is assigned); and
- (v) the appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher.

In the event that the administrator recommends coursework, any tuition costs or registration fees shall be borne by the District in their entirety; provided, however, in the event that the teacher submits an application for in-service or graduate credits attendant to any coursework recommended by the District and the same is approved by the Superintendent, then he/she shall bear the cost of the course(s) if he/she elects to receive the in-service or graduate credits. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been fully implemented. However, nothing herein shall prevent the District from introducing into evidence an evaluation or a TIP in a subsequent disciplinary action.

Timing: The TIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year; provided, however, notwithstanding any Education Law provisions to the contrary, in the event that the District does not receive the State data on students' assessments by the first day of the school year, and therefore, no composite APPR rating exists for a teacher, the TIP shall be developed and implemented as soon as practicable after the unit member's receipt of a composite "developing" or "ineffective" APPR rating.

TEACHER IMPROVEMENT PLAN

Name: _____ Building: _____ Date: _____

Probationary Year 1
 Probationary Year 2
 Probationary Year 3
 Tenured

Area(s) for Improvement	Goals & Objectives <i>Teacher will...</i>	Strategies & Supports <small>Professional development, mentoring, resources</small>	Anticipated Outcomes	Completion Date (if applicable)

APPENDIX “B-1”

**20 POINT ACHIEVEMENT MEASURE FOR THE 2012-13 SCHOOL YEAR
High School Principal**

% of students graduating	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-60		10		
61-63		11		
64-66		12		
67-70		13		
71-74		14		
75-79		15		
80-84		16		
85-89		17		
90-94	18			
95-97	19			
98-100	20			

**APPENDIX B-2
For Local 15 Points**

(To be used upon the State's introduction of its Value-Added Growth Model)

**15 POINT ACHIEVEMENT MEASURE FOR THE 2012-13 SCHOOL YEAR
High School Principal**

% of students graduating	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-33			3	
34-40			4	
41-46			5	
47-51			6	
51-56			7	
57-58		8		
59-61		9		
61-66		10		
67-73		11		
74-82		12		
83-89		13		
90-95	14			
96-100	15			

APPENDIX B-3

HEDI Ratings	Local 20 Points	Percentage of Students in the Elementary/Middle Schools, scoring at or above the State Median on ELA, Math, Science Assessments
Highly Effective	20	96-100
	19	91-95
	18	86-90
Effective	17	81-85
	16	76-80
	15	71-75
	14	66-70
	13	61-65
	12	56-60
	11	51-55
	10	46-50
	9	41-45
Developing	8	36-40
	7	31-35
	6	26-30
	5	21-25
	4	16-20
	3	11-16
Ineffective	2	6-10
	1	1-5
	0	0

**APPENDIX B-4
For Local 15 Points**

(To be used upon the State's introduction of its Value-Added Growth Model)

HEDI Rating	Local 15 Points	Percentage of Students in the Elementary/Middle Schools, scoring at or above the State Median on ELA , Math, Science Assessments
Highly Effective	15	96-100
	14	90-95
Effective	13	83-89
	12	74-82
	11	67-73
	10	60-66
	9	56-59
	8	52-55
	Developing	7
6		43-46
5		38-42
4		33-37
3		24-32
Ineffective	2	18-23
	1	9-17
	0	0-8

APPENDIX “B-1”

**20 POINT ACHIEVEMENT MEASURE FOR THE 2012-13 SCHOOL YEAR
High School Principal**

% of students graduating	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-30			3	
31-35			4	
36-40			5	
41-45			6	
46-50			7	
51-55			8	
56-58		9		
59-60		10		
61-63		11		
64-66		12		
67-70		13		
71-74		14		
75-79		15		
80-84		16		
85-89		17		
90-94	18			
95-97	19			
98-100	20			

**APPENDIX B-2
For Local 15 Points**

(To be used upon the State's introduction of its Value-Added Growth Model)

**15 POINT ACHIEVEMENT MEASURE FOR THE 2012-13 SCHOOL YEAR
High School Principal**

% of students graduating	Highly Effective	Effective	Developing	Ineffective
0-24				0
25-26				1
27-28				2
29-33			3	
34-40			4	
41-46			5	
47-51			6	
51-56			7	
57-58		8		
59-61		9		
61-66		10		
67-73		11		
74-82		12		
83-89		13		
90-95	14			
96-100	15			

APPENDIX B-3

HEDI Ratings	Local 20 Points	Percentage of Students in the Elementary/Middle Schools, scoring at or above the State Median on ELA, Math, Science Assessments
Highly Effective	20	96-100
	19	91-95
	18	86-90
Effective	17	81-85
	16	76-80
	15	71-75
	14	66-70
	13	61-65
	12	56-60
	11	51-55
	10	46-50
	9	41-45
Developing	8	36-40
	7	31-35
	6	26-30
	5	21-25
	4	16-20
	3	11-16
Ineffective	2	6-10
	1	1-5
	0	0

**APPENDIX B-4
For Local 15 Points**

(To be used upon the State's introduction of its Value-Added Growth Model)

HEDI Rating	Local 15 Points	Percentage of Students in the Elementary/Middle Schools, scoring at or above the State Median on ELA , Math, Science Assessments
Highly Effective	15	96-100
	14	90-95
Effective	13	83-89
	12	74-82
	11	67-73
	10	60-66
	9	56-59
	8	52-55
	Developing	7
6		43-46
5		38-42
4		33-37
3		24-32
Ineffective	2	18-23
	1	9-17
	0	0-8

APPR - Principal Evaluation

Local 60 Points Calculation Spreadsheet - Pleasantville Union Free School District

	Entry by Administrator = H,E,D,I	=Points assigned	Total Possible Points = 100%	Sub-totals	Highly Effective = 100%	Effective = 96.0%	Developing = 82.5%	Ineffective = 0%	
1a	E	4.80	5.00	56%	5.00	4.80	4.13	0.00	
1b	E	3.84	4.00	44%	4.00	3.84	3.30	0.00	
<i>Discretionary Points iff "I"</i>									
			9	15%					
2a	E	2.88	3.00	18%	3.00	2.88	2.48	0.00	
2b	E	5.76	6.00	35%	6.00	5.76	4.95	0.00	
2c	D	1.65	2.00	12%	2.00	1.92	1.65	0.00	
2d	H	3.00	3.00	18%	3.00	2.88	2.48	0.00	
2e	E	2.88	3.00	18%	3.00	2.88	2.48	0.00	
<i>Discretionary Points iff "I"</i>									
			17	28%					
3a	E	4.80	5.00	33%	5.00	4.80	4.13	0.00	
3b	E	3.84	4.00	27%	4.00	3.84	3.30	0.00	
3c	E	2.88	3.00	20%	3.00	2.88	2.48	0.00	
3d	D	2.48	3.00	20%	3.00	2.88	2.48	0.00	
<i>Discretionary Points iff "I"</i>									
			15	25%					
4a	E	4.80	5.00	56%	5.00	4.80	4.13	0.00	
4b	E	1.92	2.00	22%	2.00	1.92	1.65	0.00	
4c	D	1.65	2.00	22%	2.00	1.92	1.65	0.00	
<i>Discretionary Points iff "I"</i>									
			9.00	15%					
5a	E	3.84	4.00	67%	4.00	3.84	3.30	0.00	
5b	D	1.65	2.00	33%	2.00	1.92	1.65	0.00	
<i>Discretionary Points iff "I"</i>									
			6.00	10%					
6a	E	1.92	2.00	50%	2.00	1.92	1.65	0.00	
6b	E	1.92	2.00	50%	2.00	1.92	1.65	0.00	
<i>Discretionary Points iff "I"</i>									
Raw Score			56.51	4.00	7%				
Final Total			E	57.00	60.00	60	100%	60.00	57.60
							49.50	0-44	

HEDI BANDS		
0-43	0.00	I
	43.00	I
44-52	44.00	D
	52.00	D
53-57	53.00	E
	57.00	E
58-60	58.00	H
	60.00	H

Note: If a number contains a decimal of .5 or greater it will be rounded up to the nearest whole number, and a decimal of less than .5 it will be rounded down to the nearest whole number to obtain the unit member's Local 60 Point score.

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Principal Improvement Plan

- A. The Principal Improvement Plan for a principal who receives a “developing” or “ineffective” composite APPR rating shall be comprised of the following elements:
1. The area or areas in need of improvement, drawn from the evaluation criteria (set forth in the MPPR Rubric) of this APPR;
 2. The length of a PIP for a probationary principal shall range between three (3) months and a semester in duration, as determined by the Superintendent. The length of a PIP for a tenured building principal, as determined by the Superintendent, shall be between five (5) months and ten (10) months in duration, or through the end of the fiscal year, whichever is less. Notwithstanding the above, the length of a PIP may be shortened by mutual agreement of the Superintendent and the unit member who is on the PIP. In the case of a probationary building principal, the length of a PIP may only be extended at the sole discretion of the Superintendent.
 3. After the issuance of the PIP, the Superintendent shall meet periodically with the building principal to review his or her progress regarding the areas identified in the PIP. At the conclusion of the PIP the Superintendent shall issue a written statement that reflects upon the quality of the artifacts shared by the principal in the areas in need of improvement and the observational information viewed by the Superintendent in such areas, if applicable.
 4. A statement of differentiated activities to support improvement shall be developed on a collaborative basis with the principal, based upon the areas in the rubric that were deemed in need of support. The supports shall be reasonable in nature.
 5. The manner of assessment of improvement that shall be in the nature of direct observation, review of materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable).
 6. A PIP shall be provided on the Form annexed hereto in Appendix “C” or in another format, as agreed upon by the Principal and the Superintendent.
 7. Timing: The PIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year; provided, however, notwithstanding any Education Law provisions to the contrary, in the event that the District does not receive the State data on students’ assessments by the first day of the school year, and therefore, no composite APPR rating exists for a principal, the PIP

shall be developed and implemented as soon as practicable after the unit member's receipt of a composite "developing" or "ineffective" APPR rating.

PRINCIPAL IMPROVEMENT PLAN

(1) AREA(S) IN NEED OF IMPROVEMENT	(2) TIME LIMIT FOR ACHIEVING IMPROVEMENT	(3) DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT	(4) MANNER OF ASSESSMENT OF IMPROVEMENT

Upon final evaluation at the terminal date of the PIP, the following has been determined:

PIP Completed

Date of PIP Completion (if applicable)

PIP Not Completed

Principal's Signature

Date

Evaluator's Signature

Date

HEDI Ratings	Points	Pleasantville UFSD SLO Growth Chart
Highly Effective	20	96-100
	19	91-95
	18	86-90
Effective	17	81-85
	16	77-80
	15	74-76
	14	71-73
	13	67-70
	12	64-66
	11	61-63
	10	59-60
	9	55-58
	Developing	8
7		46-49
6		41-45
5		39-40
4		35-38
3		30-34
Ineffective	2	25-29
	1	1-24
	0	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:

Mary Ann Alt 11-15-12

Teachers Union President Signature: Date:

Terence M. Kearney 11/15/12

Administrative Union President Signature: Date:

A 11/15/12

Board of Education President Signature: Date:

Louis M. W. Miller 11.15.12