



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

Commissioner of Education
President of the University of the State of New York
89 Washington Avenue, Room 111
Albany, New York 12234

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September 24, 2014

Revised-Expedited Assessment Material Change

Dr. Frances Wills, Superintendent
Putnam Valley Central School District
146 Peekskill Hollow Road
Putnam Valley, NY 10579

Dear Superintendent Wills:

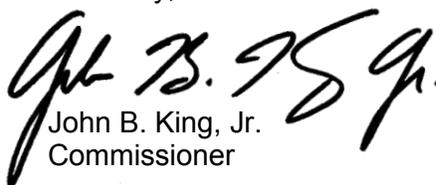
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: James T. Langlois

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on November 14, 2012, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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

EXPEDITED MATERIAL CHANGE FORM

Directions:

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

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

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

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

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

Name of school district or BOCES: Putnam Valley Central School District

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

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

2.2) Grades K-3 ELA

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

2.3) Grades K-3 Math

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

2.4) Grades 6-8 Science

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

2.5) Grades 6-8 Social Studies

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

2.6) High School Social Studies Regents Courses

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

2.7) High School Science Regents Courses

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

2.8) High School Math Regents Courses

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

2.9) High School English Language Arts

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

2.10) All Other Courses

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

2.11) HEDI Table(s)

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

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

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

3.2) Grades 4-8 Math

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

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

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

3.4) Grades K-3 ELA

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

3.5) Grades K-3 Math

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

3.6) Grades 6-8 Science

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

3.7) Grades 6-8 Social Studies

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

3.8) High School Social Studies Regents Courses

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

3.9) High School Science Regents Courses

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

3.10) High School Math Regents Courses

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

3.11) High School English Language Arts

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

3.12) All Other Courses

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

3.13) HEDI Table(s)

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

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

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

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

7.3) HEDI Table(s)

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

Task 8. Locally-Selected Measures (Principals)

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

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

8.1) HEDI Table(s)

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

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

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

8.2) HEDI Table(s)

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

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of the requirements of Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. The district or BOCES and its collective bargaining agent(s), where applicable, also assure that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that the district's or BOCES' complete APPR plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict or interfere with full implementation of the district's or BOCES APPR plan, including any approved material changes; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

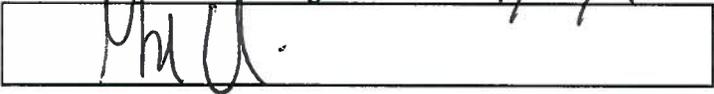
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific assurances with respect to their APPR plan:

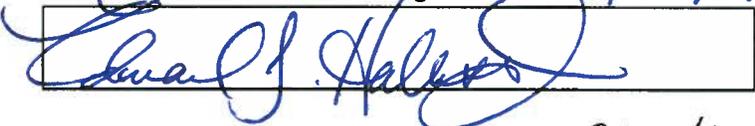
- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's or building principal's performance is being measured.

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

Signatures, Dates

Superintendent Signature: Date: 9/22/14


Teachers Union President Signature: Date: 9/22/14


Administrative Union President Signature: Date: 9/22/14


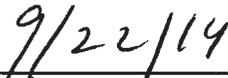
Board of Education President Signature: Date: 9/22/14


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

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

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

Superintendent / District Superintendent / Chancellor Signature: Date:

	
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Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, July 22, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 480503040000

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

480503040000

1.2) School District Name: PUTNAM VALLEY CSD

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

PUTNAM VALLEY CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, August 21, 2014

Page 1

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

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYSED Grade 4 ELA and Math assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYSED Grade 4 ELA and Math assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYSED Grade 4 ELA and Math assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For Grades K-2 teachers of record, student growth will be based upon the performance of all 4th Grade Students on the NYSED Grade 4 ELA and Math assessments, consistent with the growth score received by the Grades K-4 Building Principal from the State Education Department. Therefore, all teachers enumerated in this paragraph will received HEDI points (a unitary score) consistent with the Growth score received by the Grades K-4 principal (a 20 point score) as a school wide measure of student

growth. Note: K-2 teachers are common branch teachers.

SLOs will be developed by Grade 3 teachers of record based upon the percentage of students in 3rd grade who meet or exceed their individualized growth targets on the NYSED 3rd grade ELA assessment, by comparing student performance on District developed 3rd grade ELA assessment to their performance on the NYSED 3rd grade ELA assessment, taking into consideration prior academic history and/or other baseline data. Individualized growth targets will be set by each teacher of record, subject to the approval of the building principal, with the ultimate approval authority of the Superintendent of Schools. Points shall be allocated to Grade 3 teachers of record in accordance with the HEDI point assignments for each performance category as set forth below.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must meet or exceed their growth targets (18: 84-86%, 19: 87-89%, 20: 90-100%)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must meet or exceed their growth targets (9: 70-71%, 10: 72-73%, 11: 74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must meet or exceed their growth targets (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must meet or exceed their growth targets (0: 0-50%, 1: 51-55%, 2: 56-59%)

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYSED Grade 4 ELA and Math assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYSED Grade 4 ELA and Math assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYSED Grade 4 ELA and Math assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

<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>For Grades K-2 teachers of record, student growth will be based upon the performance of all 4th Grade Students on the NYSED Grade 4 ELA and Math assessments, consistent with the growth score received by the Grades K-4 Building Principal from the State Education Department. Therefore, all teachers enumerated in this paragraph will received HEDI points (a unitary score) consistent with the Growth score received by the Grades K-4 principal (a 20 point score) as a school wide measure of student growth. Note: Grades K-2 teachers are common branch teachers.</p> <p>SLOs will be developed by Grade 3 teachers of record based upon the percentage of students in 3rd grade who meet or exceed their individualized growth targets on the NYSED 3rd grade Math assessment, by comparing student performance on District developed 3rd grade Math assessment to their performance on the NYSED 3rd grade Math assessment, taking into consideration prior academic history and/or other baseline data. Individualized growth targets will be set by each teacher of record, subject to the approval of the building principal, with the ultimate approval authority of the Superintendent of Schools. Points shall be allocated to Grade 3 teachers of record in accordance with the HEDI point assignments for each performance category as set forth below.</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>In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must meet or exceed their growth targets (18: 84-86%, 19: 87-89%, 20: 90-100%)</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must meet or exceed their growth targets (9: 70-71%, 10: 72-73%, 11: 74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must meet or exceed their growth targets (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must meet or exceed their growth targets (0: 0-50%, 1: 51-55%, 2: 56-59%)</p>

2.4) Grades 6-8 Science

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

	Science	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	NYSED Grades 5-8 ELA and Math assessments
7	School- or BOCES-wide, group or team results based on State assessments	NYSED Grades 5-8 ELA and Math assessments
	Science	Assessment

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

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

There will be a School Wide measure of student growth based upon the performance of all 5th through 8th Grade Students on the ELA and Math Grades 5-8 State Assessments, consistent with the growth score received by the Grades 5-8 Building Principal from the State Education Department. Therefore, all teachers enumerated in this paragraph will received HEDI points (a unitary score) consistent with the Growth score received by the Grades 5-8 Building as a school wide measure of student growth. When the Grades 5-8 Building score is a value-added growth measure (out of 25 points), the Growth Score received by each teacher of record covered by this measure will be adjusted to reflect that the score is out of a total of 20 instead of 25 points. [Example: If upon the State's introduction of its value-added growth measure, if the building score is 20 out of 25 points, the teachers of record covered hereunder would receive 17 out of 20 points.] See "SLO Conversion Chart" uploaded in Section 2.11.

SLOs will be developed by Grade 8 Science teachers of record based upon the percentage of students in 8th grade who meet or exceed their individualized growth targets on the NYSED 8th grade Science assessment, by comparing student performance on District developed 8th grade Science assessment to their performance on the NYSED 8th grade Science assessment, taking into consideration prior academic history and/or other baseline data. Individualized growth targets will be set by each teacher of record, subject to the approval of the building principal, with the ultimate approval authority of the Superintendent of Schools. Points shall be allocated to Grade 8 Science teachers of record in accordance with the HEDI point assignments for each performance category as set forth below.

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

Grades 6 and 7: See Section 2.11 upload.

Grade 8: In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must meet or exceed their growth targets (18: 84-86%, 19: 87-89%, 20: 90-100%)

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Grades 6 and 7: See Section 2.11 upload.

Grade 8: In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must meet or exceed their growth targets (9: 70-71%, 10: 72-73%, 11: 74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Grades 6 and 7: See Section 2.11 upload.

Grade 8: In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must meet or exceed their growth targets (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)

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

Grades 6 and 7: See Section 2.11 upload.

Grade 8: In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must meet or exceed their growth targets (0: 0-50%, 1: 51-55%, 2: 56-59%)

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	NYSESED Grades 5-8 ELA and Math assessments
7	School- or BOCES-wide, group or team results based on State assessments	NYSESED Grades 5-8 ELA and Math assessments
8	School- or BOCES-wide, group or team results based on State assessments	NYSESED Grades 5-8 ELA and Math assessments

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

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

There will be a School Wide measure of student growth based upon the performance of all 5th through 8th Grade Students on the ELA and Math Grades 5-8 State Assessments, consistent with the growth score received by the Grades 5-8 Building Principal from the State Education Department. Therefore, all teachers enumerated in this paragraph will received HEDI points (a unitary score) consistent with the Growth score received by the Grades 5-8 Building as a school wide measure of student growth. When the Grades 5-8 Building score is a value-added growth measure (out of 25 points), the Growth Score received by each teacher of record covered by this measure will be adjusted to reflect that the score is out of a total of 20 instead of 25 points. [Example: If upon the State's introduction of its value-added growth measure, if the building score is 20 out of 25 points, the teachers of record covered hereunder would receive 17 out of 20 points.] See "SLO Conversion Chart" uploaded in Section 2.11.

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

See Section 2.11 upload.

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

See Section 2.11 upload.

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

See Section 2.11 upload.

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

See Section 2.11 upload.

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	Putnam Valley Central School District developed Global 1 assessment

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

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

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

For teachers of record of Regents Courses, the District is measuring student growth based upon the percentage of students in a teacher of record's classroom who meet the individual student growth targets on the respective Regents assessments, as set after the administration of the District-developed pre-assessments and analysis of baseline data. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet their individual growth targets on the applicable Regents assessments, which shall be rigorous yet achievable, and shall be set by the teacher, subject to approval of the building principal, with ultimate approval authority vested in the Superintendent of Schools. The number of students that meet their growth targets belonging to each teacher of record will be converted into a percentage. Points shall be allocated to these teachers of record in accordance with the HEDI point assignments for each performance category as set forth below.

For Global 1 teachers of record, SLOs will be based upon student performance on the District developed Global 1 pre-assessment as compared to student performance on the District developed Global 1 summative assessment. Points will be allocated to Global 1 teachers of record based upon the percentage of students belonging to each teacher of record who meet or exceed their individualized growth targets on the District developed Global 1 summative assessment. Individualized student growth targets will be set by each teacher of record after administration of the District developed Global 1 pre-assessment, taking into consideration prior academic history and/or other baseline data, subject to the approval of the building principal, with the ultimate approval authority of the Superintendent of Schools. Points will be allocated to Global 1 teachers of record based upon the percentage of students belonging to each teacher of record who meet or exceed their individualized growth targets in accordance with the HEDI point assignments for each performance category as set forth below.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must meet or exceed their targets (18: 84-86%, 19: 87-89%, 20: 90-100%)
Effective (9 - 17 points) Results meet District goals for similar students.	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must meet or exceed their targets (9: 70-71%, 10: 72-73%, 11: 74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)
Developing (3 - 8 points) Results are below District goals for similar students.	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must meet or exceed their targets (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must meet or exceed their targets (0: 0-50%, 1: 51-55%, 2: 56-59%)

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For teachers of record of Regents Courses, the District is measuring student growth based upon the percentage of students in a teacher of record's classroom who meet the individual student growth targets on the respective Regents assessments, as set after the administration of the District-developed pre-assessments and analysis of baseline data. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet their individual growth targets on the applicable Regents assessments, which shall be rigorous yet achievable, and shall be set by the teacher, subject to approval of the building principal, with ultimate approval authority vested in the Superintendent of Schools. The number of students that meet their growth targets belonging to each teacher of record will be converted into a percentage. Points shall be allocated to these teachers of record in accordance with the HEDI point assignments for each performance category as set forth below.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of their students must meet or exceed their targets (18: 84-86%, 19: 87-89%, 20: 90-100%)
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Effective (9 - 17 points) Results meet District goals for similar students.	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must meet or exceed their targets (9: 70-71%, 10: 72-73%, 11: 74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)
Developing (3 - 8 points) Results are below District goals for similar students.	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of their students must meet or exceed their targets (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of their students must meet or exceed their targets (0: 0-50%, 1: 51-55%, 2: 56-59%)

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For teachers of record of Regents Courses, the District is measuring student growth based upon the percentage of students in a teacher of record's classroom who meet the individual student growth targets on the respective Regents assessments, as set after the administration of the District-developed pre-assessments and analysis of baseline data. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet their individual growth targets on the applicable Regents assessments, which shall be rigorous yet achievable, and shall be set by the teacher, subject to approval of the building principal, with ultimate approval authority vested in the Superintendent of Schools. The number of students that meet their growth targets belonging to each teacher of record will be converted into a percentage. Points shall be allocated to these teachers of record in accordance with the HEDI point assignments for each performance category as set forth below.</p> <p>Note: For students enrolled in Common Core Regents Math courses, during any such year that both the Common Core Regents Assessment in that course is offered in addition to the non-Common Core Regents Assessment, the higher of the two</p>
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scores shall be used to determine the teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of students must meet or exceed their targets (18: 84-86%, 19: 87-89%, 20: 90-100%)
Effective (9 - 17 points) Results meet District goals for similar students.	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must meet or exceed their targets (9: 70-71%, 10: 72-73%, 11: 74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)
Developing (3 - 8 points) Results are below District goals for similar students.	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of students must meet or exceed their targets(3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of students must meet or exceed their targets (0: 0-50%, 1: 51-55%, 2: 56-59%)

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 Comprehensive English Regents/NYS Common Core English Regents
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents/NYS Common Core English Regents
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents/NYS Common Core English 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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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

For teachers of record of ELA Regents Courses, the District is measuring student growth based upon the percentage of students in a teacher of record's classroom who meet the individual student growth targets on the respective Regents assessments, as set after the administration of the District-developed pre-assessments and analysis of baseline data. Each teacher of record shall receive a growth score based upon the percentage of students belonging to the teacher who meet their individual growth targets on the applicable Regents assessments, which shall be rigorous yet achievable, and shall be set by the teacher, subject to approval of the building principal, with ultimate approval authority vested in the Superintendent of Schools. The

number of students that meet their growth targets belonging to each teacher of record will be converted into a percentage. Points shall be allocated to these teachers of record in accordance with the HEDI point assignments for each performance category as set forth below.

For 9th and 10th Grade ELA teachers of record, the District is measuring student growth based upon the percentage of students in the building who meet the individual student growth targets on the Regents assessments, as set after the administration of the District-developed pre-assessments and analysis of baseline data. The growth score shall be based upon the percentage of students in the building who meet their individual growth targets on the applicable Regents assessments, which shall be rigorous yet achievable, and shall be set by the English Regents teachers of record, subject to approval of the building principal, with ultimate approval authority vested in the Superintendent of Schools. The number of students that meet their growth targets within the building will be converted into a percentage. Points shall be allocated to these teachers of record in accordance with the HEDI point assignments for each performance category as set forth below.

Note: Both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be offered to students enrolled in Common Core courses. The higher of the two scores will be used to determine each teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of students must meet or exceed their targets (18: 84-86%, 19: 87-89%, 20: 90-100%).
Effective (9 - 17 points) Results meet District goals for similar students.	In order for a teacher to receive 9-17 points for an effective rating, 70-83% of their students must meet or exceed their targets (9: 70-71%, 10: 72-73%, 11: 74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)
Developing (3 - 8 points) Results are below District goals for similar students.	In order for a teacher to receive 3-8 points for a developing rating, 60-69% of students must meet or exceed their targets (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of students must meet or exceed their targets (0: 0-50%, 1: 51-55%, 2: 56-59%)

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Option	Assessment
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K-12 Art, Music, Technology, Health and Physical Education	District, Regional or BOCES-developed	PVCSD developed grade level and/or course specific assessments
Languages other than English (Grades 5-12)	District, Regional or BOCES-developed	PVCSD developed grade level and/or course specific assessments
All other Grades 9-12 Math courses	School/BOCES-wide/group/team results based on State	Common Core Algebra I Regents
All push-in/pull out Grades K-4 AIS ELA and K-4 Reading	School/BOCES-wide/group/team results based on State	NYSED Grade 4 ELA and Math assessments
All push-in/pull out Grades K-4 AIS Math	School/BOCES-wide/group/team results based on State	NYSED Grade 4 ELA and Math assessments
All push-in/pull out Grades 5-8 AIS ELA	School/BOCES-wide/group/team results based on State	NYSED Grades 5-8 ELA and Math assessments
All push-in/pull out Grades 5-8 AIS Math	School/BOCES-wide/group/team results based on State	NYSED Grades 5-8 ELA and Math assessments
All push-in/pull out Grades 9-12 AIS ELA	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents/NYS Common Core English Regents
All push-in/pull out Grades 9-12 AIS Math	School/BOCES-wide/group/team results based on State	Common Core Algebra I Regents
K-12 ESL	State Assessment	NYSESLAT
Self contained Special Education, K-12	State Assessment	NYSAA
All other Grades 9-12 courses not listed above	District, Regional or BOCES-developed	PVCSD developed grade level and/or course specific assessments
All other Grades 5-8 courses not listed above	District, Regional or BOCES-developed	PVCSD developed grade level and/or course specific assessments
All other Grades K-4 courses not listed above	District, Regional or BOCES-developed	PVCSD developed grade level and/or course specific assessments

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

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

K-12 Art, Music, Technology, Health and Physical Education teachers; Languages other than English teachers (Grades 5-12); teachers of all other Grades 9-12, 5-8 and K-4 courses not listed above: For the above-referenced teachers of record, SLOs will be based upon student performance on the District developed grade level and/or course specific pre-assessments as compared to student performance on the District developed grade level and/or course specific summative assessments. Points will be allocated to these teachers of record based upon the percentage of students belonging to each teacher of record who meet or exceed their individualized growth targets on the applicable summative assessment. Individualized student growth targets will be set by each teacher of record after administration of the District developed grade level and/or course specific pre-assessments, taking into consideration prior academic history and/or other baseline data, subject to the approval of the building principal, with the ultimate approval authority of the Superintendent of Schools. Points will be allocated to the

above-referenced teachers of record based upon the percentage of students belonging to each teacher of record who meet or exceed their individualized growth targets in accordance with the HEDI point assignments for each performance category as set forth below.

For teachers of all other Grades 9-12 math courses and all push-in/pull-out grades 9-12 AIS math teachers, the District is measuring student growth based upon the percentage of students in the High School who meet their individual student growth targets on the Common Core Algebra I Regents assessment, as set after the administration of the District-developed pre-assessments and analysis of baseline data. Individual student growth targets on the Common Core Algebra I Regents assessment shall be rigorous yet achievable, and shall be set by the Common Core Algebra I teachers or records for the students belonging to each teacher of record, and shall be subject to approval of the building principal, with ultimate approval authority vested in the Superintendent of Schools. The number of students in the building that meet their growth targets will be converted into a percentage. Points shall be allocated to these teachers of record in accordance with the HEDI point assignments for each performance category as set forth below.

For Grades K-4 AIS ELA and Math teachers of record and for Grades K-4 reading teachers of record, student growth will be based upon the performance of all 4th Grade Students on the NYSED Grade 4 ELA and Math assessments, consistent with the growth score received by the Grades K-4 Building Principal from the State Education Department. Therefore, all teachers enumerated in this paragraph will receive HEDI points (a unitary score) consistent with the Growth score received by the Grades K-4 principal (a 20 point score) as a school wide measure of student growth.

For all push-in/pull out Grade 5-8 AIS ELA and AIS Math teachers of record, there will be a School Wide measure of student growth based upon the performance of all 5th through 8th Grade Students on the ELA and Math Grades 5-8 State Assessments, consistent with the growth score received by the Grades 5-8 Building Principal from the State Education Department. Therefore, all teachers enumerated in this paragraph will receive HEDI points (a unitary score) consistent with the Growth score received by the Grades 5-8 Building as a school wide measure of student growth. When the Grades 5-8 Building score is a value-added growth measure (out of 25 points), the Growth Score received by each teacher of record covered by this measure will be adjusted to reflect that the score is out of a total of 20 instead of 25 points. [Example: If upon the State's introduction of its value-added growth measure, if the building score is 20 out of 25 points, the teachers of record covered hereunder would receive 17 out of 20 points.] See "SLO Conversion Chart" uploaded in Section 2.11.

For all push-in/pull out Grades 9-12 AIS ELA teachers of record, the District is measuring student growth based upon the percentage of students in the High School who meet their individual student growth targets on the NYS Comprehensive English Regents/Common Core English Regents assessments, as set after the administration of the District-developed

pre-assessments and analysis of baseline data. Individual student growth targets on the Regents assessments shall be rigorous yet achievable, and shall be set by the applicable English teachers or records for the students belonging to each teacher of record, and shall be subject to approval of the building principal, with ultimate approval authority vested in the Superintendent of Schools. The number of students in the building that meet their growth targets will be converted into a percentage. Points shall be allocated to Grades 9-12 AIS ELA teachers of record in accordance with the HEDI point assignments for each performance category as set forth below.

Note: Both the NYS Common Core English Regents and the NYS Comprehensive English Regents will be offered to students enrolled in Common Core courses. The higher of the two scores will be used to determine each Grade 9-12 AIS ELA teacher of record's HEDI rating in accordance with SED Guidance, so long as permitted by SED.

For K-12 ESL teachers of record, based upon student performance on the prior year's NYSESLAT examinations versus those administered in the spring, or upon analysis of baseline data in the event that there is no prior year's NYSESLAT available (i.e. for first year students), the ESL teachers of record shall receive a growth score. Growth shall be measured based upon the percentage of students that meet the individually set growth targets, which shall be set by each teacher of record after analysis of prior academic history and/or other baseline data, subject to the approval of the building principal, with the ultimate approval authority of the Superintendent of Schools. Points shall be allocated to ESL teachers of record in accordance with the HEDI point assignments for each performance category as set forth below.

For K-12 self contained special education teachers of record whose students are NYSAA assessed, the NYSAA for the appropriate grade level shall be used within an SLOs to measure student growth. Individualized student growth targets will be set using the results of the pre-assessments, where applicable, and other baseline data (including but not limited to prior academic history), if available. Individualized student growth targets shall be set by the teacher of record, subject to the approval of the building principal, with the ultimate authority vested in the Superintendent of Schools or designee. The number of students that meet their individual growth targets belonging to each teacher of record will be converted into a percent. The percent will be converted into HEDI rating and score (0-20 pts) in accordance with the HEDI point assignments for each performance category as set forth below.

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

Teachers with District developed assessments or results based upon Regents assessments, the NYSAA or the NYSESLAT: In order for a teacher to receive 18-20 points for a highly effective rating, 84-100% of students must meet or exceed their targets (18: 84-86%, 19: 87-89%, 20: 90-100%)

For Grades 5-8 AIS ELA and Math teachers, see Section 2.11 upload

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

Teachers with District developed assessments or results based upon Regents assessments, the NYSAA or the NYSESLAT: In

order for a teacher to receive 9-17 points for an effective rating, 70-83% of students must meet or exceed their targets (9: 70-71%, 10: 72-73%, 11: 74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)

For Grades 5-8 AIS ELA and Math teachers, see Section 2.11 upload

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

Teachers with District developed assessments or results based upon Regents assessments, the NYSAA or the NYSESLAT: In order for a teacher to receive 3-8 points for a developing rating, 60-69% of students must meet or exceed their targets (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)

For Grades 5-8 AIS ELA and Math teachers, see Section 2.11 upload

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

Teachers with District developed assessments or results based upon Regents assessments, the NYSAA or the NYSESLAT: In order for a teacher to receive 0-2 points for an ineffective rating, 0-59% of students must meet or exceed their targets (0: 0-50%, 1: 51-55%, 2: 56-59%)

For Grades 5-8 AIS ELA and Math teachers, see Section 2.11 upload

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1470875-TXEttx9bQW/SLO Conversion Chart for Section 2.11.doc

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, August 21, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Each Grades 4-8 ELA teacher’s score for the locally selected measure shall be based upon the percentage of students belonging to each teacher of record who meet or exceed their individual growth targets on the Putnam Valley CSD developed Grade level and course specific assessments. By no later than
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October of each school year, the District and the Association shall mutually agree by grade level whether growth targets will be based solely upon analysis of prior academic history and other baseline data or based upon student performance on District developed pre-assessments. Individual student growth targets will be set by each teacher of record subject to approval of the building principal. Points and a corresponding HEDI rating shall be provided to each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individual growth targets in accordance with the HEDI points assignments set forth below.

Until a value-added growth measure is implemented points (0-20) will be allocated based upon the HEDI point assignments set forth in section 3.4 below.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 14-15 points for a highly effective rating, 80-100% of their students must meet their targets (14: 80-90%, 15: 91-100%)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 8-13 points for an effective rating, 41-79% of their students must meet their targets (8: 41-47%, 9: 48-54%, 10: 55-61%, 11: 62-68%, 12: 69-74%, 13: 75-79%)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-7 points for a developing rating, 29-40% of their students must meet their targets (3: 29-30%, 4: 31-32%, 5: 33-34%, 6: 35-37%, 7: 38-40%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-28% of their students must meet their targets (0: 0-9%, 1: 10-19%, 2: 20-28%)

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Each Grades 4-8 Math teacher’s score for the locally selected measure shall be based upon the percentage of students belonging to each teacher of record who meet or exceed their individual growth targets on the Putnam Valley CSD developed Grade level and course specific assessments. By no later than October of each school year, the District and the Association shall mutually agree by grade level whether growth targets will be based solely upon analysis of prior academic history and other baseline data or based upon student performance on District developed pre-assessments. Individual student growth targets will be set by each teacher of record subject to approval of the building principal. Points and a corresponding HEDI rating shall be provided to each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individual growth targets in accordance with the HEDI points assignments set forth below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Until a value-added growth measure is implemented points (0-20) will be allocated based upon the HEDI point assignments set forth in section 3.4 below.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 14-15 points for a highly effective rating, 80-100% of their students must meet their targets (14: 80-90%, 15: 91-100%)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 8-13 points for an effective rating, 41-79% of their students must meet their targets (8: 41-47%, 9: 48-54%, 10: 55-61%, 11: 62-68%, 12: 69-74%, 13: 75-79%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-7 points for a developing rating, 29-40% of their students must meet their targets (3: 29-30%, 4: 31-32%, 5: 33-34%, 6: 35-37%, 7: 38-40%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-28% of their students must meet their targets (0: 0-9%, 1: 10-19%, 2: 20-28%)

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school

year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Putnam Valley CSD developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES-developed assessments	Putnam Valley CSD developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES-developed assessments	Putnam Valley CSD developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES-developed assessments	Putnam Valley CSD developed Grade 3 ELA Assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Each Grades K-3 ELA teacher’s score for the locally selected measure shall be based upon the percentage of students belonging to each teacher of record who meet or exceed their individual growth targets on the Putnam Valley CSD developed Grade level and course specific assessments. By no later than October of each school year, the District and the Association shall mutually agree by grade level whether growth targets will be based solely upon analysis of prior academic history and other baseline data or based upon student performance on District developed pre-assessments. Individual student growth targets will be set by each teacher of record subject to approval of the building principal. Points and a corresponding HEDI rating shall be provided to each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individual growth targets in accordance with the HEDI points assignments set forth below.</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>In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must meet their targets (18: 80-84%, 19: 85-90%, 20: 91-100%)</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must meet their targets (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must meet their targets (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46%, 8: 47-49%)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must meet their targets (0: 0-25%, 1: 26-28%, 2: 29-30%)</p>

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 3 Math Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Each Grades K-3 Math teacher’s score for the locally selected measure shall be based upon the percentage of students belonging to each teacher of record who meet or exceed their individual growth targets on the Putnam Valley CSD developed Grade level and course specific assessments. By no later than October of each school year, the District and the Association shall mutually agree by grade level whether growth targets will be based solely upon analysis of prior academic history and other baseline data or based upon student performance on District developed pre-assessments. Individual student growth targets will be set by each teacher of record subject to approval of the building principal. Points and a corresponding HEDI rating shall be provided to each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individual growth targets in accordance with the HEDI points assignments set forth below.</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>In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must meet their targets (18: 80-84%, 19: 85-90%, 20: 91-100%)</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must meet their targets (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must meet their targets (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46%, 8: 47-49%)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must meet their targets (0: 0-25%, 1: 26-28%, 2: 29-30%)</p>

3.6) Grades 6-8 Science

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

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

For Grades 6-8 Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each Grades 6-8 Science teacher’s score for the locally selected measure shall be based upon the percentage of students belonging to each teacher of record who meet or exceed their individual growth targets on the Putnam Valley CSD developed Grade level and course specific assessments. By no later than October of each school year, the District and the Association shall mutually agree by grade level whether growth targets will be based solely upon analysis of prior academic history and other baseline data or based upon student performance on District developed pre-assessments. Individual student growth targets will be set by each teacher of record subject to approval of the building principal. Points and a corresponding HEDI rating shall be provided to each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individual growth targets in accordance with the HEDI points assignments set forth below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must meet their targets (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must meet their targets (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must meet their targets (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46%, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must meet their targets (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each Grades 6-8 Social Studies teacher's score for the locally selected measure shall be based upon the percentage of students belonging to each teacher of record who meet or exceed their individual growth targets on the Putnam Valley CSD developed Grade level and course specific assessments. By no later than October of each school year, the District and the Association shall mutually agree by grade level whether growth targets will be based solely upon analysis of prior academic history and other baseline data or based upon student performance on District developed pre-assessments. Individual student growth targets will be set by each teacher of record subject to approval of the building principal. Points and a corresponding HEDI rating shall be provided to each teacher of record based upon the percentage of students belonging to the teacher of record who meet or exceed their individual growth targets in accordance with the HEDI points assignments set forth below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must meet their targets (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must meet their targets (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must meet their targets (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46%, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must meet their targets (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	Putnam Valley CSD developed Global 1 assessment
Global 2	7) Student Learning Objectives	NYS Global History and Geography Regents Examination
American History	7) Student Learning Objectives	NYS U.S. History and Government Regents Examination

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.	For High School Social Studies teachers of students in grades 9-12, where the course ends in a Regents Exam, student achievement shall be measured based upon the percentage of students who, according to the HEDI categories below, score a 65 or higher on the Regents Exam. For Global 1 teachers of record, student achievement shall be measured based upon the percentage of students who, according to the HEDI categories below, score a 65 or higher on the District developed summative assessment. While there is a minimum rigor expectation of 65 for all teachers covered hereunder, students with disabilities and ELL students will have individual achievement targets set, subject to the approval of the building principal in accordance with District developed guidelines.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must meet their achievement targets (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must meet their achievement targets (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must meet their achievement targets (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must meet their achievement targets (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	NYS Living Environment Regents Examination
Earth Science	7) Student Learning Objectives	NYS Earth Science Regents Examination
Chemistry	7) Student Learning Objectives	NYS Chemistry Regents Examination
Physics	7) Student Learning Objectives	NYS Physics Regents Examination

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	For High School Science teachers of students in grades 9-12, where the course ends in a Regents Exam, student achievement shall be measured based upon the percentage of students who,
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3.13, below.	according to the HEDI categories below, score a 65 or higher on the respective Regents Examinations. While there is a minimum rigor expectation of 65 for all teachers covered hereunder, students with disabilities and ELL students will have individual achievement targets set, subject to the approval of the building principal in accordance with District developed guidelines.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must meet their achievement targets (18: 80-84%, 19: 85-90%, 20: 91-100%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for a developing rating, 31-49% of their students must meet their achievement targets (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46, 8: 47-49%)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must meet their achievement targets (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must meet their achievement targets (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	NYS Common Core Algebra 1 Regents
Geometry	7) Student Learning Objectives	NYS Geometry Regents/Common Core Geometry Regents
Algebra 2	7) Student Learning Objectives	Algebra 2 Regents

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For High School Math teachers of students in grades 9-12, where the course ends in a Regents Exam, student achievement shall be measured based upon the percentage of students who, according to the HEDI categories below, score a 65 or higher on the respective Regents Examinations. While there is a minimum rigor expectation of 65 for all teachers covered hereunder, students with disabilities and ELL students will have individual achievement targets set, subject to the approval of the building
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principal in accordance with District developed guidelines.

Note: Both the NYS Geometry Regents exam and the NYS Common Core Geometry Regents exam will be offered to students enrolled in Common Core courses. The higher of the two scores will be used to determine whether a student has met his/her achievement target, in accordance with SED's guidance, so long as permitted by SED. Upon the State's introduction of the Common Core Algebra 2 Regents, the same rule shall be applicable so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must meet their achievement targets (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must meet their achievement targets (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for an effective rating, 31-49% of their students must meet their achievement targets (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46%, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must meet their achievement targets (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Putnam Valley CSD developed Grade 10 ELA assessment
Grade 11 ELA	7) Student Learning Objectives	NYS Comprehensive English Regents/Common Core English Regents

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	For High School English teachers of students in grades 9-12, where the course ends in a Regents Exam, student achievement
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.

shall be measured based upon the percentage of students who, according to the HEDI categories below, score a 65 or higher on the Regents Exam. For Grades 9 and 10 ELA teachers of record, student achievement shall be measured based upon the percentage of students who, according to the HEDI categories below, score a 65 or higher on the District developed summative assessment. While there is a minimum rigor expectation of 65 for all teachers covered hereunder, students with disabilities and ELL students will have individual achievement targets set, subject to the approval of the building principal in accordance with District developed guidelines.

Note: Both the NYS Comprehensive English Regents exam and the NYS Common Core English Regents exam will be offered to students enrolled in Common Core courses. The higher of the two scores will be used to determine whether a student has met his/her achievement target, in accordance with SED's guidance, so long as permitted by SED.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must meet their achievement targets (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79% of their students must meet their achievement targets (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 3-8 points for an effective rating, 31-49% of their students must meet their achievement targets (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 41-46%, 8: 47-49%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must meet their achievement targets (0: 0-25%, 1: 26-28%, 2: 29-30%)

3.12) All Other Courses

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

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-12 Art, Music, Technology, Health and Physical Education	7) Student Learning Objectives	Putnam Valley CSD developed grade level and/or course specific assessments
Languages other than English (Grades 5-12)	7) Student Learning Objectives	Putnam Valley CSD developed grade level and/or course specific assessments
All other Grades 9-12 Math courses	5) District/regional/BOCES-developed	Putnam Valley CSD developed grade level and/or course specific assessments
All push-in/pull out Grades K-4 AIS ELA and Reading	5) District/regional/BOCES-developed	Putnam Valley CSD developed grade level and/or course specific assessments

	oped	
All push-in/pull out Grades K-4 AIS Math	5) District/regional/BOCES–devel oped	Putnam Valley CSD developed grade level and/or course specific assessments
All push-in/pull out Grades 5-8 AIS ELA	5) District/regional/BOCES–devel oped	Putnam Valley CSD developed grade level and/or course specific assessments
All push-in/pull out Grades 5-8 AIS Math	5) District/regional/BOCES–devel oped	Putnam Valley CSD developed grade level and/or course specific assessments
All push-in/pull out Grades 9-12 AIS ELA	5) District/regional/BOCES–devel oped	Putnam Valley CSD developed grade level and/or course specific assessments
All push-in/pull out Grades 9-12 AIS Math	5) District/regional/BOCES–devel oped	Putnam Valley CSD developed grade level and/or course specific assessments
K-12 ESL	7) Student Learning Objectives	Putnam Valley CSD developed grade level and/or course specific assessments
Self contained Special Education, K-12	7) Student Learning Objectives	Putnam Valley CSD developed grade level and/or course specific assessments
All other Grades 9-12 courses not listed above	7) Student Learning Objectives	Putnam Valley CSD developed grade level and/or course specific assessments
All other Grades 5-8 courses not listed above	7) Student Learning Objectives	Putnam Valley CSD developed grade level and/or course specific assessments
All other Grades K-4 courses not listed above	7) Student Learning Objectives	Putnam Valley CSD developed grade level and/or course specific assessmentsSpanish 2

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.	For teachers of record of all courses listed in Section 3.12 above, student achievement shall be measured based upon the percentage of students who, according to the HEDI categories below, score a 65 or higher on the respective District developed summative assessments. While there is a minimum rigor expectation of 65 for all teachers covered hereunder, students with disabilities and ELL students will have individual achievement targets set, subject to the approval of the building principal in accordance with District developed guidelines.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 18-20 points for a highly effective rating, 80-100% of their students must meet their targets (18: 80-84%, 19: 85-90%, 20: 91-100%)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a teacher to receive 9-17 points for an effective rating, 50-79%of their students must meet their targets (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76-79%)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	In order for a teacher to receive 3-8 points for an effective rating, 31-49% of their students must meet their targets (3:

grade/subject.

31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7: 44-46%, 8: 47-49%)

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

In order for a teacher to receive 0-2 points for an ineffective rating, 0-30% of their students must meet their targets (0: 0-25%, 1: 26-28%, 2: 29-30%)

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

If the average class attendance falls below 80% for the course/subject that is being assessed, the Evaluator shall add 2 points to the teacher's HEDI score after the teacher's final weighted HEDI score has been calculated. If the average class attendance falls below 90% but above 80% for the course/subject that is being assessed, the Evaluator shall add 1 point to the teacher's HEDI score after the teacher's final weighted HEDI score has been calculated. In no case shall a teacher's HEDI score be increased by more than 2 points. Moreover, if a teacher of record's score is 0 for the locally selected measure subcomponent, then no additional points shall be added to his/her score by virtue of this formula. In no instance will a teacher's score exceed the maximum available points for the locally selected measure.

This control was selected because the district believes that regular student attendance is necessary to promote student achievement and growth. Potential problematic incentives are mitigated because district policy requires continuous communication between the district and parents to ensure regular attendance.

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers of record who have more than one locally selected measure (such as K-5 common branch teachers or Grades 9-12 teachers with multiple SLOs), multiple measures will be combined into one HEDI rating and score to arrive at the locally selected measure subcomponent score and effectiveness rating. Each measure will earn a score from 0-20 (or 0-15 if a value added growth measure is approved by the State, where applicable) which will be weighted proportionately based on the number of students covered by each measure and then added together to arrive at the final HEDI rating and score. Normal rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, July 22, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	(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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	46
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	14

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

This will be based on the Danielson 2011 Revised Framework for Teaching Rubric with associated components and formally negotiated point allocation for each teaching domain.

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

assets/survey-uploads/5091/145831-eka9yMJ855/Scanned from a Xerox multifunction device001.pdf

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

assigned.

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	54-60 points based on the Danielson rubric and associated components.
Effective: Overall performance and results meet NYS Teaching Standards.	45-53 points based on the Danielson rubric and associated components.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	39-44 points based on the Danielson rubric and associated components.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-38 points based on the Danielson rubric and associated components.

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Enter 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 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

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- 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.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/145839-Df0w3Xx5v6/2012 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:

As per the Memorandum of Agreement between the Putnam Valley Federation of Teachers and the Putnam Valley Central School District, an appeal of an APPR evaluation or rating pursuant, must be commenced within fourteen business days from receipt of the documentation or within fourteen days of the presentation of the final document to the teacher if no document request is made to the district. The district will ensure that the appeals process will occur in a timely and expeditious manner as stated in Regents Rules 30-2.11(b).

The appeal must be brought in writing, specifying the area(s) of concern, as prescribed in Section 30-c of the Education Law as outlined below:

1. the substance of the annual professional performance review;
2. the District's adherence to the standards and methodologies required for such reviews;
3. the District's adherence to the regulations of the Commissioner and compliance with the procedure for conducting such evaluations.
4. the District's issuance and/or implementation of the terms of the TIP.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

All evaluators and lead evaluator (Superintendent) have undergone extensive Danielson 2011 Framework for Teaching Training. This training consisted of 22 hours of training and an end assessment to certify them as evaluators. In order to ensure inter-rater reliability, all evaluators and lead evaluator reviewed and analyzed certification assessment together.

In order to re-certify evaluators yearly, the Superintendent of Schools will ensure continuous and consistent lead evaluator and evaluator training throughout the school year. This will be accomplished by meeting with the lead evaluators and evaluators on a monthly basis to review the APPR requirements as well as to ensure inter-rater reliability.

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)

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Updated Thursday, August 21, 2014

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

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

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

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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

5-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Putnam Valley K-4	State assessment	NYSED Grades Grades 3 and 4 ELA and Math assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The building principal will receive a State-Provided Growth Score for the 4th Grade students based upon their performance on the NYSED ELA and Math. An additional SLO will be developed by the building principal based upon the percentage of students in 3rd grade who meet or exceed their individualized growth targets on the NYSED 3rd grade ELA and Math assessments, by comparing student performance on District developed 3rd grade ELA and Math assessments to their performance on the NYSED 3rd grade ELA and Math
--	--

assessments, taking into consideration prior academic history and/or other baseline data. Individualized growth targets will be set by the building principal, after consultation with the third grade teachers of record, subject to the ultimate approval authority of the Superintendent of Schools. Points shall be allocated to the building principal in accordance with the HEDI point assignments for each performance category as set forth below.

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

In order for the building principal to receive 18-20 points for a highly effective rating, 84-100% of students must meet or exceed their growth targets (18: 84-86%, 19: 87-89%, 20: 90-100%).

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

In order for the building principal to receive 9-17 points for an effective rating, 70-83% of students must meet or exceed their growth targets (9: 70-71%, 10: 72-73%, 11:74-75%, 12: 76-77%, 13: 78-79%, 14: 80%, 15: 81%, 16: 82%, 17: 83%)

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

In order for the building principal to receive 3-8 points for a developing rating, 60-69% students must meet or exceed their growth targets (3: 60%, 4: 61%, 5: 62-63%, 6: 64-65%, 7: 66-67%, 8: 68-69%)

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

In order for the building principal to receive 0-2 points for an ineffective rating, 0-59% of students must meet or exceed their growth targets (0: 0-50%, 1: 51-55%, 2: 56-59%)

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, August 27, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
Grades 5-8	(d) measures used by district for teacher evaluation	PVCSD developed 5th through 8th Grade ELA and Math assessments
Grades 9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive English Regents Assessment/NYS Common Core English Regents Assessment and NYS Common Core Algebra I Assessment

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For the Grades 5-8 building principal, the parties agree to measure student growth based upon the percentage of students within the building who meet their individually set growth targets on the Putnam Valley CSD developed assessments in ELA and math. Student growth targets shall be set by the building principal in collaboration with the applicable teachers of record, after analysis of baseline data and/or pre-assessment results, as applicable, with the ultimate target approval authority vested in the Superintendent of Schools. By no later than October of each school year, the District and the Association shall mutually agree whether growth targets will be based solely upon analysis of prior academic history and other baseline data or based upon student performance on District developed pre-assessments in ELA and Math.</p> <p>For the Grades 9-12 building principal, the parties agree to measure student achievement based upon the percentage of students in the building who achieve a score of 65 or higher on the NYS Comprehensive English Regents Exam/Common Core</p>
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English Regents Exam, and the NYS Common Core Algebra Regents Exam. While there is a minimum rigor expectation of 65 for all teachers covered hereunder, students with disabilities and ELL students will have individual achievement targets set, subject to the approval of the Superintendent of Schools in accordance with District developed guidelines.

Note: For students enrolled in Common Core English Regents Courses, the higher of the two scores will be used to determine the Grades 9-12 building principal's score and HEDI rating in accordance with SED Guidance, so long as permitted by SED.

Points and a corresponding HEDI rating shall be assigned to each principal based upon the percentage of students within the building who meet their growth or achievement targets, on the same basis as teachers, in accordance with the HEDI point assignments set forth below (0-15 points). Until a value-added growth measure is implemented by SED, the HEDI point assignments set forth in Section 8.2 below will be used to assign points and a corresponding HEDI rating to these building principals.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a principal to receive 14-15 points for a highly effective rating, 80-100% of the students included within the measure must meet their targets (14: 80-90%, 15: 91-100%)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a principal to receive 8-13 points for an effective rating, 41-79% of the students included within the measure must meet their targets (8: 41-47%, 9: 48-54%, 10: 55-61%, 11: 62-68%, 12: 69-74%, 13: 75-79%)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a principal to receive 3-7 points for a developing rating, 29-40% of the students included within the measure must meet their targets (3: 29-30%, 4: 31-32%, 5: 33-34%, 6: 35-37%, 7: 38-40%)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	In order for a principal to receive 0-2 points for an ineffective rating, 0-28% of the students included within the measure must meet their targets (0: 0-9%, 1: 10-19%, 2: 20-28%)

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

(No response)

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

(No response)

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Grades K-4	(d) measures used by district for teacher evaluation	PVCSD developed grades K through 4 ELA and Math assessments

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

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

<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>For the Grades K-4 building principal, the parties agree to measure student growth based upon the percentage of students within the building who meet their individually set growth targets on the Putnam Valley CSD developed assessments in ELA and math. Student growth targets shall be set by the building principal in collaboration with the applicable teachers of record, after analysis of baseline data and/or pre-assessment results, as applicable, with the ultimate target approval authority vested in the Superintendent of Schools. By no later than October of each school year, the District and the Association shall mutually agree whether growth targets will be based solely upon analysis of prior academic history and other baseline data or based upon student performance on District developed pre-assessments in ELA and Math.</p> <p>Points and a corresponding HEDI rating shall be assigned to the building principal based upon the percentage of students within the building who meet their growth targets, on the same basis as teachers, in accordance with the HEDI point assignments set forth below.</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>In order for a principal to receive 18-20 points for a highly effective rating, 80-100% of the students included within the measure must meet their targets (18: 80-84%, 19: 85-90%, 20: 91-100%)</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for a principal to receive 9-17 points for an effective rating, 50-79% of the students included within the measure must meet their targets (9: 50-52%, 10: 53-55%, 11: 56-58%, 12: 59-61%, 13: 62-64%, 14: 65-67%, 15: 68-71%, 16: 72-75%, 17: 76%-79%)</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for a principal to receive 3-8 points for a developing rating, 31-49% of the students included within the measure must meet their targets (3: 31-34%, 4: 35-37%, 5: 38-40%, 6: 41-43%, 7:44-46%, 8: 47-49%)</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>In order for a principal to receive 0-2 of the students included within the measure must meet their targets (0: 0-25%, 1: 26-28%, 2: 29-30%)</p>

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.

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8.3) Locally Developed Controls

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

N/A

8.4) Principals with More Than One Locally Selected Measure

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

For principals with more than one locally selected measure, the District will take the weighted average of the scores received by the building principal for each measure to arrive at the final point total. To obtain the "weighted average" as referenced above, the HEDI scores for each measure will be weighted proportionately based upon the number of students in each measure to result in a final HEDI score. Normal rounding rules will apply to arrive at the final HEDI rating.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, July 22, 2014

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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.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Based on the criteria in the multi-dimensional principal performance rubric (MPPR). Please see the attached document below which indicates all the dimensions of the multi-dimensional principal performance rubric which will be utilized to determine the correct HEDI ratings.

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/5143/145834-pMADJ4gk6R/2012 MPPR.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.	Based on MPPR rubric evidence criteria: 54-60 points. In order to receive a rating of 54-60 (highly effective) on the "other measure of effectiveness", a principal would need to score within the highly effective range of the MPPR rubric on all six of it's domains: including shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; political, social, economic, legal and cultural context.
Effective: Overall performance and results meet standards.	Based on MPPR rubric evidence criteria: 45-53 points. In order to receive a rating of 45-53 (effective) on the "other measure of effectiveness", a principal would need to score within the highly effective range of the MPPR rubric on all six of it's domains: including shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; political, social, economic, legal and cultural context.
Developing: Overall performance and results need improvement in order to meet standards.	Based on MPPR rubric evidence criteria: 39-44 points. In order to receive a rating of 39-44 (developing) on the "other measure of

effectiveness", a principal would need to score within the highly effective range of the MPPR rubric on all six of it's domains: including shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; political, social, economic, legal and cultural context.

Ineffective: Overall performance and results do not meet standards.

Based on MPPR rubric evidence criteria: 0-38 points. In order to receive a rating of 0-38 (ineffective) on the "other measure of effectiveness", a principal would need to score within the highly effective range of the MPPR rubric on all six of it's domains: including shared vision of learning; school culture and instructional program; safe, efficient, effective learning environment; community; integrity, fairness, ethics; political, social, economic, legal and cultural context.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, July 22, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, July 22, 2014

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

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

[assets/survey-uploads/5276/145837-Df0w3Xx5v6/2012 PIP Plan Attachment A.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A principal who receives an ineffective or developing rating on their APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the mutually agreed upon designee of the Superintendent of Schools. The appeal must be brought in writing, specifying the areas of concern, but limited to those matters that may be appealed as prescribed by Section 3012-c of the Education Law. An appeal of an evaluation or a PIP must be commenced within fourteen days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards. The superintendent's designee shall respond to the appeal

with a written answer granting the appeal and directing further administrative action or deny the appeal. Such decision shall be made within two weeks of the receipt of the appeal. In the event that the principal is unsatisfied with the result of the appeal, a further appeal may be taken to the superintendent of schools within two weeks of receipt of the superintendent's designee's decision upon the appeal. The decision of the superintendent so long as the decision is made within the timeframe set forth in this paragraph shall be final and binding in all regards and shall not be subject to review in arbitration, before any administrative agency or in any court of law. The timeline will be expeditious in according to Ed Law 3012-c.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

All lead evaluators have gone through extensive training on all components of the new APPR system in place at the PVCSD. The lead evaluators, evaluators and superintendent of schools will review criteria and implementation of the plan together on a bi-monthly basis to ensure consistent implementation of the plan. During these bi-monthly meetings, scheduled throughout the school year, the lead evaluators, evaluators and superintendent will view videos from observations, complete classroom walk-throughs together and review and analyze observations completed, in order to ensure continuous inter-rater reliability of the teacher observations and the APPR plan. As a result of these bi-monthly meetings, the Superintendent of Schools will ensure the annual re-certification of the Lead Evaluators and Evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, August 21, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/1470885-3Uqgn5g9Iu/3230869-2012 District Certification Form-Signed.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.

Section 2.11
 SLO 25 to 20 Point Conversion Chart
 For teachers who have SLOs using group wide results
 based upon State Assessments
 (to be used upon the State's introduction of its value-added growth measure)

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

**SUPPLEMENTAL MEMORANDUM OF AGREEMENT –
Teacher Practice Rubric- 2012-13**

BY AND BETWEEN THE SUPERINTENDENT OF SCHOOLS AND BOARD OF EDUCATION OF THE PUTNAM VALLEY CENTRAL SCHOOL DISTRICT, hereinafter “The District” and THE PUTNAM VALLEY FEDERATION OF TEACHERS’ hereinafter PVFT”;

WHEREAS, the District and the PVFT have entered into negotiations pursuant to State Education Law §3012-c regarding annual professional performance reviews of classroom teachers and building principals, and the parties mutually agree to use the Danielson Framework for Teaching (2011 Revised Edition) as the rubric for all classroom teachers as defined in Part 30-2.2(d) of the Regents Rules for the 2012-13 school year.

In addition, the parties have mutually agreed to the following point allocations for the Local 60 Points in the Final Summative Evaluation for the 2012-13 school year for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules.

Danielson 2011 Revised Framework for Teaching		Points
1. PLANNING & PREPARATION: 15 Points		
1a: Demonstrating Knowledge of Content and Pedagogy.		4
1b: Demonstrating Knowledge of Students.		2
1c: Setting Instructional Outcomes.		2
1d: Demonstrating Knowledge of Resources.		3
1e: Designing Coherent Instruction.		2
1f: Designing Student Assessments.		2
2. THE CLASSROOM ENVIRONMENT: 11 Points		
2a: Creating an Environment of Respect and Rapport.		3
2b: Establishing A Culture for Learning.		3
2c: Managing Classroom Procedures.		3
2d: Managing Student Behavior.		3
2e: Organizing Physical Space.		2
3. INSTRUCTION: 19 Points		
3a. Communicating with Students.		3
3b. Using Questioning and Discussion Techniques.		4
3c. Engaging Students in Learning.		4
3d. Using Assessment in Instruction.		3
3e. Demonstrating Flexibility & Responsiveness.		3
4. PROFESSIONAL RESPONSIBILITIES: 11 Points		
4a. Reflecting on Teaching.		4
4b. Maintaining Accurate Records.		2
4c. Communicating with Families.		2
4d. Participating in a Professional Community.		2
4e. Growing and Developing Professionally.		2
4f. Showing Professionalism.		2
Total Points:		60

*ms 5/3/12
 5/3/12*

The parties further agree that the Local 60 Points will be computed for the purpose of the Final Summative Evaluation based upon the following methodology:

1. If a sub-domain is worth 4 points, then points will be designated as follows:
 - a. A "Highly Effective" rating shall receive 4 points
 - b. An "Effective" rating shall receive 3.5 points
 - c. A "Developing" rating shall receive 3 points
 - d. An "Ineffective" rating shall receive 0 points

2. If a sub-domain is worth 3 points, then points will be designated as follows:
 - a. A "Highly Effective" rating shall receive 3 points
 - b. An "Effective" rating shall receive 2.5 points
 - c. A "Developing" rating shall receive 2 point
 - d. An "Ineffective" rating shall receive 0 points

3. If a sub-domain is worth 2 points, then points will be designated as follows:
 - a. A "Highly Effective" rating shall receive 2 points
 - b. An "Effective" rating shall receive 1.75 points
 - c. A "Developing" rating shall receive 1.5 point
 - d. An "Ineffective" rating shall receive 0 points.

4. If a sub-domain is worth 1 point, then points will be designated as follows:
 - e. A "Highly Effective" rating shall receive 1 points
 - f. An "Effective" rating shall receive 0.5 points
 - g. A "Developing" rating shall receive 0.25 point
 - h. An "Ineffective" rating shall receive 0 points

WHEREAS, the parties further agree the Local 60 Points that are subject to HEDI bands are determined to fall within the following ranges for the 2012-13 school years:

Rating	Point Range
Highly Effective	54-60
Effective	45-53
Developing	39- 44
Ineffective	0-38

Notwithstanding the above, the parties agree to reexamine the point distributions and HEDI Bands, and if desired, to make adjustments thereto at the at the end of the 2012-13 school year or before that date if there are changes to the State's composite scoring bands.

NOW, THEREFORE, the parties mutually agree to delineate the Local 60 Points and HEDI bands as described hereinabove for the 2012-13 school year for those teachers subject to Section 3012-c and Part 30-2.4 and Part 30-2.5 of the Regents Rules. These provisions shall be incorporated into the District's APPR plan document.

THE DISTRICT

By: Barbara Judd

Date: 5/12/12

THE PVFT

By: MU

Date: 5/11/12

(50) 5/3/12

no
5/3/12

Teacher Improvement Plan

PVCSD/PVFT

Upon rating a teacher as Developing or Ineffective through an annual professional performance review, the PVCSD shall develop and commence implementation of a Teacher Improvement Plan (T.I.P) for such teacher no later than 10 SCHOOL days after the opening of classes for the school year

The TIP plan below is intended to help teachers improve their professional performance and shall be created in respectful consultation with the teacher and any support individuals (i.e. mentor, union representative) requested by the teacher.

Teacher Improvement Plan

Teacher Name: _____ School Building: _____

Building Administrator/Supervisor: _____

TIP Creation Date: _____ TIP Effective Date: _____

Individuals Involved in Creation of Plan:

1. Identification of the specific areas of needed improvement (These areas should be directly connected to the areas specified as "developing or ineffective" in the observation/APPR evaluation).

a. specific performance goals:

b. specific expectations:

c. specific standards.

Teacher Improvement Plan

PVCSD/PVFT

2. Specific Domains/Subcomponents

What specific areas does the teacher require improvement? (<i>Domains/Subcomponents</i>)	What evidence/artifacts will demonstrate that the teacher has improved?

- * 3. A reasonable timeline for accomplishing the improvement(s), with specific intermediate benchmarks and updates the teacher must make in order to achieve an "effective" rating:

- 4. A statement of what administrator will support the teacher, monitor progress, and provide periodic reviews of progress and goal achievement:

- 5. Improvement will be measured and monitored in the follow manner:

- 6. Identification of multiple resources to help the teacher, including, but not limited to: a) personal counselors, b) EAP, c) higher education institutions/in-service courses, d) reference to pedagogical writing based upon scientific research, e) PDP, f) BOCES, h) mentors and g) modeling by other educators/administrators.

* Reasonable timeline will be in compliance with Ed Law 3012-C and will be expeditious.

Teacher Improvement Plan
PVCSD/PVFT

7. Recommendation of differentiated activities, professional development, materials, courses/workshops, resources, and observations to support improvement:

8. The anticipated frequency and duration of meetings of the teacher, administrator and mentor (if assigned).

Teacher Statement:

"I have received this teacher improvement plan."

Teacher Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

PVFT Rep. Signature: _____

Date: _____

**Putnam Valley Central School District
Local 20 Measure of Student Growth or Achievement
(2012-13 School Year)**

% of students showing growth or achievement as described in paragraphs 1-6	Highly Effective	Effective	Developing	Ineffective
0-25				0
26-28				1
29-30				2
31-34			3	
35-37			4	
38-40			5	
41-43			6	
44-46			7	
47-49			8	
50-52		9		
53-55		10		
56-58		11		
59-61		12		
62-64		13		
65-67		14		
68-71		15		
72-75		16		
76-79		17		
80-84	18			
85-90	19			
91-100	20			

APPENDIX D (Sample)

Principal: _____ **School:** _____ **Date:** _____

MPPR-Multidimensional Professional Performance Review

<u>DOMAIN 1 – SHARED VISION OF LEARNING</u>				
An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.				
	H	E	D	I
A. Collaboratively develops and implements a shared vision and mission				
B. School vision and mission are linked to District goals				
C. School vision and mission are linked to school programs and policies				
D. Process and structure are in place for continuous improvement				
<u>Evidence:</u>				

<u>DOMAIN 2 –SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM</u>				
An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.				
	H	E	D	I
A. Promotes teaming and common planning to help teachers improve their teaching practice				
B. Develops a culture of collaboration, encouraging staff to work together				

B. Develops a culture of collaboration, encouraging staff to work together to improve learning				
C. Creates a learning environment that involves students in meaningful relevant learning connected to their experiences				
D. Creates a comprehensive, rigorous, and coherent curricular program				
E. Supervises instruction				
F. Minimizes disruption to instruction time				
G. Develops the instructional and leadership capacity of staff				
H. Promotes the use of the most effective technology				
I. Develops assessments to monitor student progress				
J. Gathers input to monitor and evaluate the impact of the instructional program				
<u>Evidence:</u>				

DOMAIN 3 – SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	H	E	D	I
A. Obtains, allocates, aligns and utilizes human, fiscal and technological resources				
B. Develops the capacity for distributed leadership				
C. Protects the welfare and safety of students and staff				
D. Monitors, evaluates, and revises management and operational systems				
D. Ensures teacher and organizational time is focused to support student learning				

Evidence:

DOMAIN 4 – COMMUNITY

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	H	E	D	I
A. Collects and analyzes data and uses it to make related improvements				
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
C. Builds and sustains positive relationships with families and caregivers				

Evidence:

DOMAIN 5 – INTEGRITY, FAIRNESS, ETHICS

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	H	E	D	I
A. Ensures a system of accountability for each student's academic and social success				
B. Considers and evaluates the potential moral and legal consequences of decision making				
C. Thoughtfully considers and upholds mandates to preserve the integrity of the school				
D. Models principles of self awareness, reflective practice, and ethical behavior				

E. Safeguards the values of democracy, equity, and diversity				
F. Promotes social justice and ensures that student needs inform all aspects of schooling				
<u>Evidence:</u>				

<u>DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT</u>				
An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.				
	H	E	D	I
A. Acts to influence local, district, state, and national decisions affecting student learning				
B. Assesses, analyzes, and anticipates trends in order to adapt leadership strategies				
C. Advocates for children, families, and caregivers				
<u>Evidence:</u>				

APPENDIX A - Multidimensional Principal Performance Rubric

Multidimensional Principal Performance Rubric	Points
Domain 1: Shared Vision of Learning	6.00
a. Culture	3.00
b. Sustainability	3.00
Domain 2: School Culture & Instructional Program	20.00
a. Culture	4.00
b. Instructional Program	4.00
c. Capacity Building	4.00
d. Sustainability	4.00
e. Strategic Planning Process	4.00
Domain 3: Safe, Efficient, Effective Learning Environment	20.00
a. Capacity Building	5.00
b. Culture	5.00
c. Sustainability	5.00
d. Instructional Program	5.00
Domain 4: Community	7.00
a. Strategic Planning Process: Inquiry	3.00
b. Culture	2.00
c. Sustainability	2.00
Domain 5: Integrity, Fairness, Ethics	5.00
a. Sustainability	2.50
b. Culture	2.50
Domain 6: Political, Social, Economic, Legal & Cultural Context	2.00
a. Sustainability	1.00
b. Culture	1.00
TOTAL POINTS	60.00

APPENDIX A – (Cont.)

DOMAINS AND ELEMENTS	Highly Effective	Effective	Developing	Ineffective
Domain 1: Shared Vision of Learning				
a. Culture	3.00	2.85	2.40	0.00
b. Sustainability	3.00	2.85	2.40	0.00
Domain 2: School Culture & Instructional Program				
a. Culture	4.00	3.80	3.20	0.00
b. Instructional Program	4.00	3.80	3.20	0.00
c. Capacity Building	4.00	3.80	3.20	0.00
d. Sustainability	4.00	3.80	3.20	0.00
e. Strategic Planning Process	4.00	3.80	3.20	0.00
Domain 3: Safe, Efficient, Effective Learning Environment				
a. Capacity Building	5.00	4.80	4.00	0.00
b. Culture	5.00	4.80	4.00	0.00
c. Sustainability	5.00	4.80	4.00	0.00
d. Instructional Program	5.00	4.80	4.00	0.00
Domain 4: Community				
a. Strategic Planning Process: Inquiry	3.00	2.85	2.40	0.00
b. Culture	2.00	1.90	1.60	0.00
c. Sustainability	2.00	1.90	1.60	0.00
Domain 5: Integrity, Fairness, Ethics				
a. Sustainability	2.50	2.40	2.00	0.00
b. Culture	2.50	2.40	2.00	0.00
Domain 6: Political, Social, Economic, Legal & Cultural Context				
a. Sustainability	1.00	0.95	0.80	0.00
b. Culture	1.00	0.95	0.80	0.00
Total Possible Points	60.00	57.00	48.00	0.00

Rating	Point Range
Highly Effective	54-60
Effective	45-53
Developing	39-44
Ineffective	0-38

APPENDIX B – Local 20% HEDI

Rating	Percent – Target Met	Overall Value
Highly Effective	91-100	20
Highly Effective	85-90	19
Highly Effective	80-84	18
Effective	75-79	17
Effective	70-74	16
Effective	65-69	15
Effective	60-64	14
Effective	55-59	13
Effective	50-54	12
Effective	45-49	11
Effective	43-44	10
Effective	41-42	9
Developing	36-40	8
Developing	31-35	7
Developing	26-30	6
Developing	21-25	5
Developing	16-20	4
Developing	11-15	3
Ineffective	6-10	2
Ineffective	1-5	1
Ineffective	0	0

ATTACHMENT A

Principal Improvement Plan
PVCSD / PVAA

Upon rating a principal as Developing or Ineffective through an annual professional performance review, the PVCSD shall develop and commence implementation of a Principal Improvement Plan (P.I.P.) for such principal no later than **10 SCHOOL** days after the opening of classes for the school year.

The P.I.P. plan below is intended to help principals improve their professional performance and shall be created in respectful consultation with the principal and any support individuals (i.e. mentor, union representative) requested by the principal.

Principal Improvement Plan

Principal's Name: _____ School Building: _____

PIP Creation Date: _____ PIP Effective Date: _____

Individuals Involved in Creation of Plan: _____

1. Identification of the specific areas of needed improvement (These areas should be directly connected to the areas specified as "developing or ineffective" in the observation/APPR evaluation).

- a. specific performance goals:

- b. specific expectations:

- c. specific standards:

ATTACHMENT A

Principal Improvement Plan
PVCSD / PVAA

2. Specific Domains/Subcomponents

What specific areas does the principal require improvement? (Domain/Subcomponents)	What evidence/artifacts will demonstrate that the principal has improved?

- * 3. A reasonable timeline for accomplishing the improvement(s), with specific intermediate benchmarks and updates the principal must make in order to achieve an “effective” rating:

- 4. A statement of what administrator will support the principal, monitor progress, and provide periodic reviews of progress and goal achievement:

- 5. Improvement will be measured and monitored in the follow manner:

- 6. Identification of multiple resources to help the principal, including, but not limited to: a) personal counselors, b) EAP, c) higher education institutions/in-service courses, d) reference to pedagogical writing based upon scientific research. E) PDF, f) BOCES, h) mentors, and g) modeling by other educators/administrators.

* Reasonable timeline will be in compliance with Ed Law 3012-C and will be expeditious.

ATTACHMENT A

Principal Improvement Plan
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7. Recommendation of differentiated activities, professional development, materials, courses/workshops, resources, and observations to support improvement:

8. The anticipated frequency and duration of meetings of the principal, administrator and mentor (if assigned).

Principal Statement:

"I have received this Principal Improvement Plan."

Principal Signature: _____ Date: _____

Supervisor Signature _____ Date: _____

PVAA Rep. Signature: _____ Date: _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 11/08/12

D. Barbara-Nuzzi/Fuchs

Teachers Union President Signature: Date:

Md U. 11/8/12

Administrative Union President Signature: Date: 11/8/12

Edward J. Hedges

Board of Education President Signature: Date:

Ulmer Fitzgerald