



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

Commissioner of Education  
President of the University of the State of New York  
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December 6, 2012

James Willis, Superintendent  
Peekskill City School District  
1031 Elm Street  
Peekskill, NY 10566

Dear Superintendent Willis:

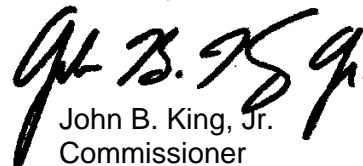
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: James T. Langlois

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

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

# Annual Professional Performance Reviews: 2012-13

Created Friday, June 29, 2012

Updated Wednesday, December 05, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number :

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

661500010000

#### 1.2) School District Name:

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

Peekskill City School District

#### 1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Friday, June 29, 2012

Updated Thursday, November 29, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Peekskill-developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Peekskill-developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Peekskill-developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Student's growth will be measured using pre and post assessments. The targets are identified in chart #1 of the attachment 2.11; students' starting performance levels are based upon their baseline assessment scores, and their ending performance levels are based upon their final assessment scores.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student academic growth beyond expectations during the schools year. At least 85% of the students met or exceeded the Student Learning Objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 55%-84% of the students met or exceeded the Student Learning Objective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standards and/or is not achieved with all populations taught by the teacher. 21-54% of the students met or exceeded the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Less than 20% of the students met or exceeded the Student Learning Objective.

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Peekskill-developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Peekskill-developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Peekskill-developed Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Student's growth will be measured using pre and post assessments. The targets are identified in chart #1 of the attachment
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2.11; students' starting performance levels are based upon their baseline assessment scores, and their ending performance levels are based upon their final assessment scores.

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

The work of the teacher results in exceptional student academic growth beyond expectations during the schools year. At least 85% of the students met or exceeded the Student Learning Objective.

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

The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 55%-84% of the students met or exceeded the Student Learning Objective.

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

The work of the teacher results in student academic growth that does not meet the established standards and/or is not achieved with all populations taught by the teacher. 21-54% of the students met or exceeded the Student Learning Objective.

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

The work of the teacher does not result in acceptable student academic growth. Less than 20% of the students met or exceeded the Student Learning Objective.

## 2.4) Grades 6-8 Science

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

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

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

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

District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Student's growth will be measured using pre and post assessments. The targets are identified in chart #1 of the attachment 2.11; students' starting performance levels are based upon their baseline assessment scores, and their ending performance levels are based upon their final assessment scores.

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

The work of the teacher results in exceptional student academic growth beyond expectations during the schools year. At least 85% of the students met or exceeded the



	Student Learning Objective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 55%-84% of the students met or exceeded the Student Learning Objective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student academic growth that does not meet the established standards and/or is not achieved with all populations taught by the teacher. 21-54% of the students met or exceeded the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student academic growth. Less than 20% of the students met or exceeded the Student Learning Objective.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Peekskill-developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Peekskill-developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Peekskill-developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Student's growth will be measured using pre and post assessments. The targets are identified in chart #1 of the attachment 2.11; students' starting performance levels are based upon their baseline assessment scores, and their ending performance levels are based upon their final assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student academic growth beyond expectations during the schools year. At least 85% of the students met or exceeded the Student Learning Objective.
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Student Learning Objective.

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

The work of the teacher does not result in acceptable student academic growth. Less than 20% of the students met or exceeded the Student Learning Objective.

## 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	Peekskill-developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Student's growth will be measured using pre and post assessments. The targets are identified in chart #1 of the attachment 2.11; students' starting performance levels are based upon their baseline assessment scores, and their ending performance levels are based upon their final assessment scores.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Less than 20% of the students met or exceeded the Student Learning Objective.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Student's growth will be measured using pre and post assessments. The targets are identified in chart #1 of the attachment 2.11; students' starting performance levels are based upon their baseline assessment scores, and their ending performance levels are based upon their final assessment scores.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Less than 20% of the students met or exceeded the Student Learning Objective.

## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Student's growth will be measured using pre and post assessments. The targets are identified in chart #1 of the attachment 2.11; students' starting performance levels are based upon their baseline assessment scores, and their ending performance levels are based upon their final assessment scores.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Less than 20% of the students met or exceeded the Student Learning Objective.

## 2.9) High School English Language Arts

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Student's growth will be measured using pre and post assessments. The targets are identified in chart #1 of the attachment 2.11; students' starting performance levels are based upon their baseline assessment scores, and their ending performance levels are based upon their final assessment scores.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Less than 20% of the students met or exceeded the Student Learning Objective.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All Art Courses	District, Regional or BOCES-developed	Peekskill-developed Grade Level Art Assessment
All Music Courses	District, Regional or BOCES-developed	Peekskill-developed Grade Level LMusic Assessment
All P.E. Courses	District, Regional or BOCES-developed	Peekskill-developed Grade Level PE Assessment
All Health Courses	District, Regional or BOCES-developed	Peekskill-developed Grade Level Health Assessment
Sociology	District, Regional or BOCES-developed	Peekskill-developed Sociology Assessment
Problem Solving	District, Regional or BOCES-developed	Peekskill-developed Problem Solving Assessment
Financial Literacy	District, Regional or BOCES-developed	Peekskill-developed Financial Literacy Assessment

World of Technology	District, Regional or BOCES-developed	Peekskill-developed World of Technology Assessment
AP -Spanish	District, Regional or BOCES-developed	Peekskill-developed Spanish Assessment
AP- Govt/Politics	District, Regional or BOCES-developed	Peekskill-developed Govt/Politics Assessment
AP- World History	District, Regional or BOCES-developed	Peekskill-developed WOrld History Assessment
AP- Biology	District, Regional or BOCES-developed	Peekskill-developed Biology Assessment
Astronomy	District, Regional or BOCES-developed	Peekskill-developed Astronomy Assessment
AP- History/ Govt	District, Regional or BOCES-developed	Peekskill-developed History/Govt Assessment
Forensics	District, Regional or BOCES-developed	Peekskill- developed Forensics Assessment
Earth Science	District, Regional or BOCES-developed	Peekskill- developed Earth Science Aessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	District developed assessments will be rigorous, comparable across classrooms and the same assessment will be used across a grade level or subject. Student's growth will be measured using pre and post assessments. The targets are identified in chart #1 of the attachment 2.11; students' starting performance levels are based upon their baseline assessment scores, and their ending performance levels are based upon their final assessment scores.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student academic growth beyond expectations during the schools year. At least 85% of the students met or exceeded the Student Learning Objective.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable, and appropriate student academic growth. 55%-84% of the students met or exceeded the Student Learning Objective.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student academic growth that does not meet the established standards and/or is not achieved with all populations taught by the teacher. 21-54% of the students met or exceeded the Student Learning Objective.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student academic growth. Less than 20% of the students met or exceeded the Student Learning Objective.

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

(No response)

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/147459-TXEttx9bQW/APPR 2.11- HEDI Criteria for SLOs\_1.doc*

## 2.12) Locally Developed Controls

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

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

(No response)

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked

2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked



### 3. Local Measures (Teachers)

Created Monday, August 13, 2012

Updated Thursday, November 29, 2012

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment.

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AimsWeb - Grade 4 ELA Assessment
5	4) State-approved 3rd party assessments	AimsWeb -Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Peekskill-developed Grade 6 ELA Assessment

7	5) District, regional, or BOCES–developed assessments	Peekskill-developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Peekskill-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.	See 3.3 for table used to assign HEDI categories. For district developed assessment achievement will be measured on the final assessment. For those grades using AimsWeb growth will be measured based upon a students progress from a fall administration to a Spring administration of AimsWeb. The third party assessment vendor will determine the students starting performance level (Fall administration) and ending performance level (Spring administration) based upon their national benchmark.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement (measuring growth for AimsWeb) of student learning for tested grades and subjects, as set forth in table 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement (measuring growth for AimsWeb) of student learning for tested grades and subjects, as set forth in table 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement (measuring growth for AimsWeb) of student learning for tested grades and subjects, as set forth in table 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement (measuring growth for AimsWeb) of student learning for tested grades and subjects, as set forth in table 3.3.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Peekskill-developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	Peekskill-developed Grade 5 Math Assessment

6	5) District, regional, or BOCES–developed assessments	Peekskill-developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Peekskill-developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Peekskill-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.	See 3.3 for table used to assign HEDI categories.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.3.

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/162442-rhJdBgDruP/APPR Portal 3.3- HEDI Rating Criteria for Local 15%\_1.doc*

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

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

K	4) State-approved 3rd party assessments	AimsWeb - ELA
1	4) State-approved 3rd party assessments	AimsWeb - ELA
2	4) State-approved 3rd party assessments	AimsWeb - ELA
3	4) State-approved 3rd party assessments	AimsWeb - ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.3 for table used to assign HEDI categories. For district developed assessment achievement will be measured on the final assessment. For those grades using AimsWeb growth will be measured based upon a students progress from a fall administration to a Spring administration of AimsWeb. The third party assessment vendor will determine the students starting performance level (Fall administration) and ending performance level (Spring administration) based upon their national benchmark.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring growth of student learning for tested grades and subjects, as set forth in table 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring growth of student learning for tested grades and subjects, as set forth in table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring growth of student learning for tested grades and subjects, as set forth in table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring growth of student learning for tested grades and subjects, as set forth in table 3.13.

### 3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3..3 for table used to assign HEDI categories.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Peekskill-developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Peekskill-developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Peekskill-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.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Peekskill-developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Peekskill-developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Peekskill-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.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.



Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.

### 3.8) High School Social Studies

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in

table 3.13.

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

Student results are well below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Peekskill-developed Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Peekskill-developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Peekskill-developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	Peekskill-developed Physics Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Student results are well below the District-adopted expectations for measuring achievement of student

for grade/subject.

learning for tested grades and subjects, as set forth in table 3.13.

### 3.10) High School Math

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.

### 3.11) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are well above the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
-------------------------	---------------------------------------------------------	------------

Astronomy	5) District/regional/BOCES–developed	Peekskill-developed Astronomy Assessment
AP- Spanish	5) District/regional/BOCES–developed	Peekskill-developed Spanish Assessment
All PE courses	5) District/regional/BOCES–developed	Peekskill-developed Grade level PE Assessment
Creatvie Writing	5) District/regional/BOCES–developed	Peekskill-developed Creative Writing Assessment
Sociology	5) District/regional/BOCES–developed	Peekskill-developed Sociology Assessment
Word History	5) District/regional/BOCES–developed	Peekskill-developed World History Assessment
African Diaspora in th US	5) District/regional/BOCES–developed	Peekskill-developed African Diaspora in th USAssessment
Problem Solving	5) District/regional/BOCES–developed	Peekskill-developed Problem Solving Assessment
Financial Literacy	5) District/regional/BOCES–developed	Peekskill-developed Finaancial Literacy Assessment
All ART courses	5) District/regional/BOCES–developed	Peekskill-developed Grade level Art Assessments
AP- English Language	5) District/regional/BOCES–developed	Peekskill-developed AP-= English Language Assessment
AP- Gov/Politics	5) District/regional/BOCES–developed	Peekskill-developed AP= Gov/Politcs Assessment
World of Technology	5) District/regional/BOCES–developed	Peekskill-developed World of Technology Assessment
Health	5) District/regional/BOCES–developed	Peekskill-developed-Health Assessment
AP- World History	5) District/regional/BOCES–developed	Peekskill-developed AP- World History Assessment
AP- Biology	5) District/regional/BOCES–developed	Peekskill-develope AP Biology Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13 for table used to assign HEDI categories.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or	Student results are well above the District-adopted expectations for measuring achievement of student

achievement for grade/subject.	learning for tested grades and subjects, as set forth in table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results meet the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Student results are below the District-adopted expectations for measuring achievement of student learning for tested grades and subjects, as set forth in table 3.13.

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/162442-y92vNseFa4/APPR Portal-3.13 HEDI Rating Criteria for Local 20%.doc*

### 3.14) Locally Developed Controls

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

*No controls or adjustments will be used in setting targets.*

### 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.

*PCSD process for combining multiple locally selected measures is as follows:*

*-Each local measure (0-15 and 0-20) will be weighted proportionately based on the number of students included in both*

*-The scores from the two local measures will average into ONE overall component score in order to determine ONE overall HEDI score for the teacher.*

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
------------------------------------------------------------------------------------------------------------------	---------

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

# 4. Other Measures of Effectiveness (Teachers)

Created Thursday, August 16, 2012

Updated Friday, October 26, 2012

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## Page 1

### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*Not Applicable*

### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*n/a*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	48
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	12



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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

*The observation process will measure teachers' performance in domains 1-3 of the Danielson rubric, which align with NYS Teaching Standards 1-5. The artifact submission process will measure teachers' performance in domain 4 of the Danielson rubric, which aligns with NYS Teaching Standards 6-7. The average rubric score on a scale of 1-4 will be taken for all elements in each domain that were observed or measured. The teacher's rubric average will be weighted for each domain, in accordance with the attached chart.*

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.

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.	All teachers whose overall performance is defined as exceeding the NYS Teaching Standards based on the Danielson Rubric and the negotiated composite score will receive a score of High Effective
Effective: Overall performance and results meet NYS Teaching Standards.	All teachers whose overall performance is defined as meeting the NYS Teaching Standards based on the Danielson Rubric and the negotiated composite score will receive a score of Effective
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	All teachers whose overall performance is defined as needs improvement to meet the NYS Teaching Standards based on the Danielson Rubric and the negotiated composite score will receive a score of Developing
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	All teachers whose overall performance is defined as NOT meeting the NYS Teaching Standards based on the Danielson Rubric and the negotiated composite score will receive a score of Ineffective

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	0
4.6) Observations of Probationary Teachers   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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, August 16, 2012

Updated Monday, October 22, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Friday, June 29, 2012

Updated Thursday, November 29, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

*assets/survey-uploads/5265/147462-Df0w3Xx5v6/APPR-TIP Document 2012-2013.doc*

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*"APPR Appeals Process"*

*1. The 60% subcomponent of the composite effectiveness score shall*



*be completed and distributed to the teacher by June 15th each year.*

*Within two (2) business days of the receipt of a teacher's final composite effectiveness score, the teacher may request, in writing, review by a panel*

*consisting of two teachers and two administrators, for preliminary review.*

*(Alternatively, at the election of the teacher, within two (2) days of receipt of an ineffective rating, the teacher may first request a meeting to discuss the same with the teacher's immediate supervisor. Said meeting shall occur within two (2) days of receipt of the aforesaid request. After said meeting, panel review may be requested in accordance with the first sentence of this subsection.)*

*2. The appeal writing shall articulate in detail the basis of the appeal.*

*Failure to articulate a particular basis for the appeal in the aforesaid appeal writing shall be deemed a waiver of that claim. The evaluated teacher may only challenge:*

- the substance of the annual professional performance review;*
- the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;*
- the school district's adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and*
- the school district's issuance and/or implementation of the terms of the teacher improvement plan.*

*3. The panel shall issue a majority and/or a minority report to the Superintendent for final review and decision within 5 days of receipt of the appeal. Said recommendation report(s) shall be reviewed by the Superintendent, or his designee, who shall issue a final determination within 2 days of receipt of the panel documents.*

*4. The panel shall consist of two administrators selected by the*

*Superintendent and two teachers selected by the PFA. All four members shall hear all teacher's preliminary appeals.*

*5. An overall performance rating of "ineffective" on the annual evaluation, or a rating of "developing" issued immediately following the issuance of an ineffective rating or immediately following a rating of "developing," are the only ratings subject to appeal. Teachers who receive a rating of "highly effective" or "effective" or a first rating of "developing" shall not be permitted to appeal their rating. Tenured teachers who are rated effective or highly effective or developing for a first time may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within five (5) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.*

*6. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher improvement plan provided that all timelines and procedures are met by the District. Probationary teachers who are rated ineffective, effective, highly effective or developing may elect to submit a written response to their overall rating, which response shall be appended to the APPR evaluation and filed in the teacher's personnel file. Such response shall be filed within five (5) business days, occurring during the school year including summer recess, of the teacher's receipt of the APPR evaluation.*

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

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

### *Training of Evaluators*

*The District will ensure that all Lead Evaluators and Evaluators are properly trained and certified, as necessary to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Lead Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process. The District will ensure that all evaluators are trained as evaluators. The Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of Lead Evaluators.*

*Lead Evaluator training will occur regionally in cooperation with Putnam Northern Westchester BOCES (PNWBOCES). Training will be conducted by Putnam Northern Westchester BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Before each school year, each administrator will be recertified on a periodic basis, to be determined by the District.*

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

### *Lead Evaluator*

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

### *Responsibility of the Lead Evaluator*

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

### *Timing of Training*

*For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified annually.*

### *Re-Certification and Updated Training for Evaluators*

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

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, August 16, 2012  
Updated Thursday, November 29, 2012

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## Page 1

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

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

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

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

4-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-1	District, regional, or BOCES-developed	Peekskill-developed K/1 ELA Assessments
K-1	District, regional, or BOCES-developed	Peekskill-developed K/1 Math Assessments
2-3	State assessment	Grade 3 NYS ELA Assessment
2-3	State assessment	Grade 3 NYS Math Assessment
N/A	State assessment	N/A

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The Principal will be rated according to the percentage of students who reached the district's expectations for progress attained in the SLO. The assessments and expectations/targets are the same as those used in the grades K-3 teacher's SLOs. Thus, there will be a pre and post assessment, and chart #1 in attachment 7.3 (same as that in 2.11 attachment) will be used to establish the targeted progress from starting performance levels (Pre Assessment) to ending performance levels (Post Assessment) See attachment 7.3
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The Principals leadership results in at least 85% or above students meeting district's expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The Principals leadership results to 55%-84% students meeting district's expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The Principals leadership results to 21% -54% students meeting district's expectations.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The Principals leadership results in 20% or less in students meeting district's expectations.

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

*assets/survey-uploads/5365/163864-lha0DogRNw/APPR Portal 7.3 Principals- HEDI Criteria for SLOs\_1.doc*

## 7.4) Special Considerations for Comparable Growth Measures

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

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

n/a

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	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



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7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

# 8. Local Measures (Principals)

Created Thursday, August 16, 2012

Updated Wednesday, December 05, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
4-5	(d) measures used by district for teacher evaluation	Peekskill Developed Grade 4 Science Assessment
6-8	(d) measures used by district for teacher evaluation	Integrated Algebra Regents- Grade 8
9-12	(g) % achieving specific level on Regents or alternatives	2015 Cohort with Geometry Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals will be measured based upon the percent of students who achieve proficiency on the chosen assessment for the grade configuration. Proficiency is set at 70%.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's leadership results in student achievement which is well above district expectations, as set forth in the attached chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's leadership results in student achievement which meets district expectations, as set forth in the attached chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's leadership results in student achievement which is below district expectations, as set forth in the attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	The principal's leadership results in student achievement which is well below district expectations, as set forth in the

for grade/subject.

attached chart.

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

*(No response)*

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

*assets/survey-uploads/5366/163939-qBFVOWF7fC/APPR- Portal 8.1- Principals-HEDI Rating Criteria for Local 15%.doc*

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

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

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

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

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

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

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

*(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*

*(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*

*(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*

*(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*

*(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed*

in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-1	(d) measures used by district for teacher evaluation	AimsWeb ELA ( K results)
2-3	(d) measures used by district for teacher evaluation	AimsWeb ELA (grade 3 results)

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See attached charts 8.2. For those grades using AimsWeb growth will be measured based upon a students progress from a fall administration to a Spring administration of AimsWeb. The third party assessment vendor will determine the students starting performance level (Fall administration) and ending performance level (Spring administration) based upon their national benchmark.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's leadership results in student growth on the third party assessment which is well above district expectations, as set forth in the attached chart.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's leadership results in student growth on the third party assessment which is well above district expectations, as set forth in the attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's leadership results in student growth on the third party assessment which is well above district expectations, as set forth in the attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The principal's leadership results in student growth on the third party assessment which is well above district expectations, as set forth in the attached chart.

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

*(No response)*

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

*assets/survey-uploads/5366/163939-T8MIGWUVm1/APPR Portal 8.2 Principals- HEDI Rating Criteria for Local 20%.doc*

### 8.3) Locally Developed Controls

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

*The district and the admins. bargaining agree that no adjustments will be allowed in setting targets or measuring results as part of the locally selected measures for any grade or subject.*

### 8.4) Principals with More Than One Locally Selected Measure

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

*The district's process for combining multiple locally selected measures is as follows:  
-Each local measure (0-15 and 0-20) will be weighted proportionally based on the number of students included in both.  
-The scores from the two local measures will be averaged into one overall component score in order to arrive at the HEDI score for the principal.*

### 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	Check

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comparable based on the Standards of Educational and Psychological Testing.

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

# 9. Other Measures of Effectiveness (Principals)

Created Thursday, August 16, 2012  
Updated Thursday, November 29, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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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
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*The District shall use the the agreed upon rubric, Multidimensional Performance Rubric (MPPR), with 18 sub-domains for Domains 1 through 6 to inform the Local 60% of the principal's composite score. Each sub-domain will provide a broad assessment of the principal's leadership and management effectiveness as delineated in the attached rating form. Principal will provide artifacts that will serve as evidence of practice along with a written reflection for each of the six domains of the MPPR. Each sub-domain shall earn a raw score as follows: 1 point: Ineffective; 2 points: Developing; 3 points: Effective; 4 points: Highly Effective. The raw score shall then be converted to a scaled score as outlined in the attached conversion chart.*

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/5143/163974-pMADJ4gk6R/APPR Portal 9.7- Principals 60 point conversion chart.xls](#)

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

Highly Effective: Overall performance and results exceed standards.	All Principals whose overall performance is defined as exceeding the NYS Standards based on the MPPR Rubric and the negotiated composite score will receive a score of High Effective
Effective: Overall performance and results meet standards.	All Principals whose overall performance is defined as meeting the NYS Standards based on the MPPR Rubric and the negotiated composite score will receive a score of Effective
Developing: Overall performance and results need improvement in order to meet standards.	All Principals whose overall performance is defined as needs improvement to meet the NYS Standards based on the MPPR Rubric and the negotiated composite score will receive a score of Developing
Ineffective: Overall performance and results do not meet standards.	All Principals whose overall performance is defined as NOT meeting the NYS Standards based on the MPPR Rubric and the negotiated composite score will receive a score of Ineffective

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Thursday, August 16, 2012

Updated Monday, October 22, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Thursday, August 16, 2012

Updated Thursday, November 29, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

*assets/survey-uploads/5276/163993-Df0w3Xx5v6/Peekskill CSD- Principals Improvement Plan\_1.doc*

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Peekskill City School District/Peekskill Administrative Association  
APPR Appeals Procedure*

*A. Who Can File an Appeal*



*All tenured principals receiving a rating of “ineffective” (or its substantive equivalent, should that term not be employed) shall have the right to appeal their APPR or improvement plan as described below.*

*Probationers, principals with ratings other than “ineffective,” and unit members not defined as “building principals” within the meaning of the APPR regulations shall have no right to appeal an APPR rating or improvement plan.*

*In the spring of 2013, the District and PAA will negotiate over whether to permit principals to appeal “developing” ratings given in 2013-14. In the event that the parties cannot agree, then in 2013-14 only, the second consecutive 100-point rating of “developing” given in that year or a 100-point rating of “developing” given that year that directly follows a 100-point rating of “ineffective,” will be appealable. In the meantime, Taylor Law dispute resolution procedures (mediation; factfinding; superconciliation) will be used to achieve agreement.*

#### *B. When an Appeal Can Be Filed*

*All appeals must be submitted in writing no later than 15 calendar days from the date when the principal received his/her “ineffective” 100-point rating or PIP. Failure to file an appeal within this time frame shall be deemed a waiver of the right to appeal. This period shall be tolled for any days during said 15-day period that the principal is on vacation or out sick. Notwithstanding the tolling period, the parties agree that this step of the process shall still occur in a timely and expeditious manner in accordance with Education Law 3012-c. The challenge should be submitted to the evaluator, with a simultaneous copy to the District Clerk. For the purposes of this Procedure, the date of submission will be considered to be the date of receipt.*

*Before filing a written appeal, a principal may first request an informal meeting with the evaluator to discuss the matters of concern, but this does not extend the 15-day time limit.*

#### *C. What an Appeal Should Contain*

*The notice of appeal must include a detailed written description of the specific area(s) of disagreement and the reason(s) why the rating or PIP is thought to be erroneous or unfair. The performance review, rating, or improvement plan being challenged must be submitted with the notice of appeal. Any information not submitted at the time the notice of appeal is filed need not be considered.*

*A principal may not file more than one appeal regarding the same rating or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time of the first stage in the appeal process shall be deemed waived.*

#### *D. What May Be Appealed*

- District adherence to agreed-upon standards and methodologies for reviews, evaluations, and ratings*
- District adherence to the Commissioner’s regulations, as applicable to such reviews, evaluations and ratings*
- Lack of compliance with, or arbitrary, capricious or disparate application of locally-negotiated procedures related to APPR or PIP’s*

#### *E. Appeal Process*

*JOINT REVIEW BOARD STEP: Appeals will be heard by a Joint Review Board consisting of two representatives appointed by PAA and one representative appointed by the Superintendent. The Joint Review Board shall have 30 calendar days to issue a written decision. The Joint Review Board shall have the power to discuss an appeal with the evaluator, the appealing principal, or with both at the same time, if it believes such a discussion will be helpful.*

*The Joint Review Board cannot act except when all of its members are present. The Joint Review Board’s decisions will be explained in a writing that sets forth the reasoning of each panel member. If the Joint Review Board’s decision is 3-0 in favor of the unit member, then the decision will be final, binding, and unreviewable. If the decision is 3-0 or 2-1 against the unit member, then the unit member may appeal the decision to the Superintendent. If the decision is 2-1 in favor of the unit member, and there is substantial evidence to support the minority vote, then the Superintendent may choose to review it within 7 school days (or, in the summer, 14 calendar days) of his/her receipt of the decision; if the Superintendent does not so choose, then the decision of the Joint Review Board will be final, binding, and unreviewable.*

*SUPERINTENDENT STEP: Within 7 calendar days of receipt of an appealable decision of the Joint Review Board (or, if earlier, the*

date 37 days after the appeal was submitted to the Joint Review Board), the unit member may submit a written appeal to the Superintendent, specifically stating the points of disagreement and all the reasons for the unit member's position. All documentation from the prior step will be included. The Superintendent shall issue a written decision within 21 calendar days after receiving such written appeal. This period shall be tolled for any days during said 21 day period that the superintendent is on vacation. Notwithstanding the tolling period, the parties agree that this step of the process shall still occur in a timely and expeditious manner in accordance with Education Law 3012-c. The Superintendent's decision shall be final, binding, and unreviewable. If the Superintendent misses the 21-day deadline, the appeal shall be deemed granted.

Principals shall be entitled to union representation at each stage of the appeal process.

#### *F. Exclusivity of Procedure*

This appeal procedure shall be the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a principal's performance review, improvement plan, evaluation, or rating. No contractual grievance procedure or administrative or judicial process may be used for this purpose. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation including the second consecutive ineffective annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.

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

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

#### *Training of Evaluators*

The District will ensure that all Lead Evaluators and Evaluators are properly trained and certified, as necessary to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Lead Evaluator training will replicate the recommended New York State Education Department ("NYSED") model certification process. The District will ensure that all evaluators are trained as evaluators. The Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of Lead Evaluators.

Lead Evaluator training will occur regionally in cooperation with Putnam Northern Westchester BOCES (PNWBOCES). Training will be conducted by Putnam Northern Westchester BOCES Network Team personnel and/or other network team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by the NYSED. Before each school year, each administrator will be recertified on a periodic basis, to be determined by the District.

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

#### *Lead Evaluator*

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

#### *Responsibility of the Lead Evaluator*

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

#### *Timing of Training*

For the 2012-2013 school year and thereafter, all lead evaluators and other evaluators shall be appropriately trained and certified annually.

#### *Re-Certification and Updated Training for Evaluators*

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
-

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Thursday, August 16, 2012

Updated Wednesday, December 05, 2012

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/163922-3Uqgn5g9Iu/Peekskill APPR-Certification Form revised 120512.pdf>

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

## HEDI Criteria relating to targets for use in Student Learning Objectives (SLOs)

Chart #1

What students progress meets expectations				
Performance Level	End:1	End:2	End:3	End:4
Start: 1	NO	YES	YES	YES
Start: 2	NO	YES	YES	YES
Start: 3	NO	NO	YES	YES
Start: 4	NO	NO	YES	YES

Rating Title	Ineffective	Developing	Effective	High Effective
% of students whose progress meets expectations as set forth in chart #1	0-20%	21-54%	55-84%	85% or above

### Breakout of the HEDI Categories

	Rating	*Percent	Overall Value
*% of scores reaching benchmark as described in the first chart above	Highly Effective	95-100	20
	Highly Effective	90-94	19
	Highly Effective	85-89	18
	Effective	82-84	17
	Effective	79-81	16
	Effective	76-78	15
	Effective	73-75	14
	Effective	70-72	13
	Effective	66-69	12
	Effective	62-65	11
	Effective	58-61	10
	Effective	55-57	9
	Developing	50-54	8
	Developing	44-49	7
	Developing	38-43	6
	Developing	32-37	5
	Developing	26-31	4
	Developing	21-25	3
	Ineffective	16-20	2
	Ineffective	10-15	1
Ineffective	0-9	0	

Note: All district developed assessments will be scored on a rubric scale score of 1 to 4

For Regents assessments, which are graded on a 0 to 100 scale, the following chart will be used to convert the scores in to a 1-4 scale.

<b>Regents Assessment Score</b>	<b>0-24</b>	<b>25-49</b>	<b>50-74</b>	<b>75-100</b>
<b>1 to 4 performance level scale</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**HEDI Rating Criteria for Local 15%**

Quantified and differentiated based on student Achievement of proficiency targets	<b>Ineffective (0-2 points)</b>	<b>Developing (2-7 points)</b>	<b>Effective (8-13 points)</b>	<b>Highly Effective (14-15 points)</b>
% of students whose progress meets expectations	0-19%	20-49%	50-85%	86%+

**HEDI Bands for Local 15%**

<b>Rating</b>	<b>*Percent of Proficiency</b>	<b>Overall Value</b>
Highly Effective	93-100	15
Highly Effective	86-92	14
Effective	80-85	13
Effective	74-79	12
Effective	68-73	11
Effective	62-67	10
Effective	56-61	9
Effective	50-55	8
Developing	44-49	7
Developing	38-43	6
Developing	32-37	5
Developing	26-31	4
Developing	20-25	3
Ineffective	10-19	2
Ineffective	1-9	1
Ineffective	0	0

\*Proficient = a grade of 70 or above or the equivalent of 3 out of 4 on a 4-point rubric for those grades /subjects where district developed assessment is used: for AimWeb, the percent of proficiency is the percent of students reaching the benchmark in the chart below



What students progress meets expectations for AimsWeb				
Performance Level	End: Well Below Average	End: Below Average	End: Average	End: Well/ Above Average
Start: Well Below Average	NO	YES	YES	YES
Start: Below Average	NO	YES	YES	YES
Start: Average	NO	NO	YES	YES
Start: Well/ Above Average	NO	NO	YES	YES

**HEDI Rating Criteria for Local 20%**

Quantified and differentiated based on student Achievement of proficiency targets	<b>Ineffective (0-2 points)</b>	<b>Developing (3-8 points)</b>	<b>Effective (9-17 points)</b>	<b>Highly Effective (18-20 points)</b>
% of students whose progress meets expectations	0-19%	20-49%	50-85%	86%+

<b>Rating</b>	<b>*Percent of Proficiency</b>	<b>Overall Value</b>
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	82-85	17
Effective	78-81	16
Effective	74-77	15
Effective	70-73	14
Effective	66-69	13
Effective	62-65	12
Effective	58-61	11
Effective	54-57	10
Effective	50-53	9
Developing	45-49	8
Developing	40-44	7
Developing	35-39	6
Developing	30-34	5
Developing	25-29	4
Developing	20-24	3
Ineffective	10-19	2
Ineffective	1-9	1
Ineffective	0	0

\*Proficient = a grade of 70 or above or the equivalent of 3 out of 4 on a 4-point rubric for those grades /subjects where district developed assessment is used: for AimWeb, the percent of proficiency is the percent of students reaching the benchmark in the chart below.

What students progress meets expectations for AimsWeb				
Performance Level	End: Well Below Average	End: Below Average	End: Average	End: Well/ Above Average
Start: Well Below Average	NO	YES	YES	YES
Start: Below Average	NO	YES	YES	YES
Start: Average	NO	NO	YES	YES
Start: Well/ Above Average	NO	NO	YES	YES

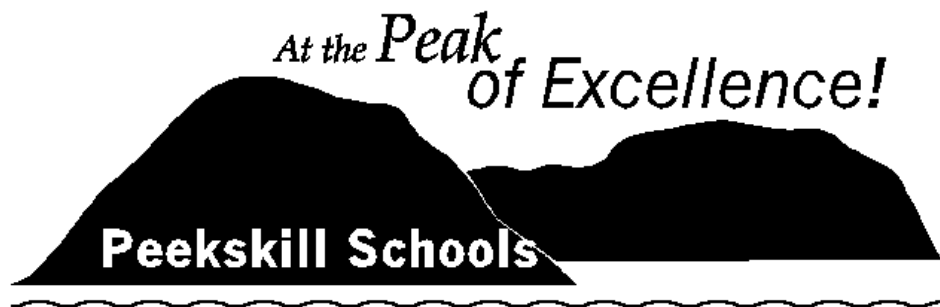
## PSCD- Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		51
1.7		51
1.8		52
1.9		53
2		54
2.1		54
2.2		55
2.3		56
2.4		56
<b>Effective 57-58</b>		
2.5		57
2.6		57
2.7		57
2.8		58
2.9		58
3		58
3.1		58
3.2		58
3.3		58
3.4		58
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4.0		60



# PEEKSKILL CITY SCHOOL DISTRICT

## Teacher Improvement Plan (TIP) FORMS



Peekskill City School District – APPR Forms  
APPR Appeals

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Any teacher aggrieved of an APPR rating of either “ineffective,” or “developing” may challenge that APPR. Teachers may challenge their APPR based on: substance; the district’s adherence to the plan, including methodologies and standards; and adherence to the regulations and compliance with locally negotiated procedures.

**Grounds for an Appeal:**

Indicate the grounds for the appeal. If there are several, they must all be indicated within one appeal (subject to locally negotiated appeal procedures). Any grounds not raised at the time the appeal is filed shall be deemed waived.

The substance of the annual professional performance review. (Supply date of Review: \_\_\_\_\_)

The district’s failure to adhere to the standards and methodologies required for the APPR, pursuant to *Education Law 3012-c* and applicable rules and regulations.

The district’s failure to comply with applicable locally negotiated procedures. (Provide contract page and article \_\_\_\_\_)

The district’s failure to issue and/or implement the terms of the teacher improvement plant (TIP) as required under *Education Law 3012-c*.

**Statement of Grievance:**

**List and attached supporting documentation.**

Filed with \_\_\_\_\_ on \_\_\_\_\_

Signature: \_\_\_\_\_

Peekskill City School District – APPR Forms  
Teacher Improvement Plan – (TIP)

The sole purpose of the TIP is the improvement of teaching practices. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ PFA representative: \_\_\_\_\_

**List the area(s) needing improvement. If there are several, indicate the priority order for addressing them.**

Priority	Areas needing improvement (Domain and element identified)	Performance Goal

**Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.**

**Describe the professional development opportunities, materials, resources and supports the District will make available.**

The teacher, evaluator and PFA representative (if requested by teacher) will meet \_\_\_\_\_ to access the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcomes of this assessment, the TIP shall be modified accordingly.

Evaluator’s signature: \_\_\_\_\_ Teacher’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



Peekskill City School District – APPR Forms  
**Logs for TIP meetings**

Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Start date: \_\_\_\_\_  
-----

Meeting Date: \_\_\_\_\_ In attendance: \_\_\_\_\_  
\_\_\_\_\_

Evaluator Comments:

Teacher Comments:  
-----

Meeting Date: \_\_\_\_\_ In attendance: \_\_\_\_\_  
\_\_\_\_\_

Evaluator Comments:

Teacher Comments:  
-----

Meeting Date: \_\_\_\_\_ In attendance: \_\_\_\_\_  
\_\_\_\_\_

Evaluator Comments:

Teacher Comments:

APPR Portal 7.3- Principals- SLOs HEDI criteria

HEDI Criteria relating to targets for use in Student Learning Objectives (SLOs)

Chart#1

What students progress meets expectations				
Performance Level	End:1	End:2	End:3	End:4
Start: 1	NO	YES	YES	YES
Start: 2	NO	YES	YES	YES
Start: 3	NO	NO	YES	YES
Start: 4	NO	NO	YES	YES

Rating Title	Ineffective	Developing	Effective	High Effective
% of students whose progress meets expectations as set forth in chart#1	0-20%	21-54%	55-84%	85% or above

Breakout of the HEDI Categories

*% of scores reaching benchmark as described in the first chart above	Rating	*Percent	Overall Value
	Highly Effective	95-100	20
	Highly Effective	90-94	19
	Highly Effective	85-89	18
	Effective	82-84	17
	Effective	79-81	16
	Effective	76-78	15
	Effective	73-75	14
	Effective	70-72	13
	Effective	66-69	12
	Effective	62-65	11
	Effective	58-61	10
	Effective	55-57	9
	Developing	50-54	8
	Developing	44-49	7
	Developing	38-43	6
Developing	32-37	5	
Developing	26-31	4	
Developing	21-25	3	

	Ineffective	16-20	2
	Ineffective	10-15	1
	Ineffective	0-9	0

**Note: All district developed assessments will be scored on a rubric scale score of 1 to 4**

APPR Portal: Section 8.1 Principals

**HEDI Rating Criteria for Local 15%**

Quantified and differentiated based on student Achievement of proficiency targets	<b>Ineffective (0-2 points)</b>	<b>Developing (2-7 points)</b>	<b>Effective (8-13 points)</b>	<b>Highly Effective (14-15 points)</b>
% of students whose progress meets expectations	0-19%	20-49%	50-85%	86%+

**HEDI Bands for Local 15%**

<b>Rating</b>	<b>*Percent of Proficiency</b>	<b>Overall Value</b>
Highly Effective	93-100	15
Highly Effective	86-92	14
Effective	80-85	13
Effective	74-79	12
Effective	68-73	11
Effective	62-67	10
Effective	56-61	9
Effective	50-55	8
Developing	44-49	7
Developing	38-43	6
Developing	32-37	5
Developing	26-31	4
Developing	20-25	3
Ineffective	10-19	2
Ineffective	1-9	1
Ineffective	0	0

\*Proficient = a grade of 70 or above or the equivalent of 3 out of 4 on a 4-point rubric for those grades /subjects where district developed assessment is used.

APPR- Portal 8.2 Principals Local 20%

**HEDI Rating Criteria for Local 20%**

Rating Title	Ineffective (0-2 points)	Developing (3-8 points)	Effective (9-17 points)	Highly Effective (18-20 points)
% of students whose progress meets expectations as set forth in chart #3	0-19%	20-49%	50-85%	86%+

Rating	*Percent of Proficiency	Overall Value
Highly Effective	96-100	20
Highly Effective	91-95	19
Highly Effective	86-90	18
Effective	82-85	17
Effective	78-81	16
Effective	74-77	15
Effective	70-73	14
Effective	66-69	13
Effective	62-65	12
Effective	58-61	11
Effective	54-57	10
Effective	50-53	9
Developing	45-49	8
Developing	40-44	7
Developing	35-39	6
Developing	30-34	5
Developing	25-29	4
Developing	20-24	3
Ineffective	10-19	2
Ineffective	1-9	1
Ineffective	0	0

\*For AimWeb, the percent of proficiency is the percent of students reaching the benchmark in the chart below.

Chart #3

What students progress meets expectations for AimsWeb				
Performance Level	End: Well Below Average	End: Below Average	End: Average	End: Well/ Above Average
Start: Well Below Average	NO	YES	YES	YES
Start: Below Average	NO	YES	YES	YES
Start: Average	NO	NO	YES	YES
Start: Well/ Above Average	NO	NO	YES	YES

**PCSD PRINCIPAL RUBRIC  
Conversion to 60 Point Scale**

**Directions:**

1. Enter the principal's scores in the eighteen orange blocks in Column 3. 4= Highly Effective, 3= Effective, etc
2. Read the calculated rubric score in the purple block (bottom of column 6)
3. Find the matching rubric score in column 8
4. Slide to the right: column 9 gives you the 60 pt score.

		Col 1	Col 2	Col 3	Col 4	Col 5	Col 6		Col 7	Col 8	Col 9
		Relative Value of Each Domain	Relative Value of Each SubDomain as part of the Domain	Evaluator Gives Every Principal a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I)	Weighted Subdomain Scores	Total Domain Score	Weighted Total Domain Score and Compute Total		Negotiated HEDI Bands	Negotiated Conversion Chart	
										Average Rubric Score	PCSD Conversion Score
<b>Domain 1: Shared Vision of Learning</b>		16.70%							H=59-60		
	A. Culture		0.5	4	2				E=57-58	1	0
	B. Sustainability		0.5	4	2				D=50-56	1.1	8
			1			4	0.7		I=0-49	1.2	16
<b>Domain 2: School Culture and Instructional Program</b>		16.70%	1							1.3	25
	A. Culture		0.2	3	0.6					1.4	33
	B. Instructional Program		0.2	3	0.6					1.5	41
	C. Capacity Building		0.2	3	0.6					1.6	49
	D. Sustainability		0.2	3	0.6					1.7	50
	E. Strategic Planning Process		0.2	3	0.6					1.8	51
			1			3	0.5			1.9	51
<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>		16.70%								2	52
	A. Capacity Building		0.25	4	1					2.1	53
	B. Culture		0.25	4	1					2.2	53
	C. Sustainability		0.25	4	1					2.3	54
	D. Instructional Program		0.25	4	1					2.4	55
			1			4	0.7			2.5	55
<b>Domain 4: Community</b>		16.70%								2.6	56
	A. Strategic Planning		0.3333	3	0.99999					2.7	57
	B. Culture		0.3333	3	0.99999					2.8	57
	C. Sustainability		0.3333	3	0.99999					2.9	57

			1			3	0.5		3	57
<b>Domain 5: Integrity, Fairness, Ethics</b>		16.70%							3.1	57
	A. Sustainability		0.5	4	2				3.2	57
	B. Culture		0.5	4	2				3.3	57
			1			4	0.7		3.4	57
<b>Domain 6: Political, Social, Economic, Legal and Cultural Context</b>		16.70%							3.5	58
	A. Sustainability		0.5	3	1.5				3.6	59
	B. Culture		0.5	4	2				3.7	59
			1			3.5	0.6		3.8	60
<b>Other*</b>		0.00%					0		3.9	60
	<b>Total</b>	100%			<b>Evaluation Score</b>		3.6		4	60



## Peekskill City School District - Principal Improvements Plan

- A. The Principal Improvement Plan for a principal who is rated ineffective or developing through an annual professional performance review (APPR) shall be comprised of the following elements:
1. The area or areas in need of improvement, drawn from the evaluation criteria (set forth the in the MPPR Rubric) of this APPR and identify specific recommendations for what the principal is expected to do to improve in the identified areas.
  2. The length of a PIP for a probationary principal shall range between three (3) months and the end of the school year in duration, as determined by the District. The length of a PIP shall be not less than a semester in duration for tenured principals, as determined by the District.
  3. After the issuance of the PIP, the lead evaluator assigned to the building principal shall meet with the building principal at least once every four weeks to review his or her progress regarding the areas identified in the PIP. Within a week of each meeting and at the conclusion of the PIP the lead evaluator shall issue a written statement that reflects upon the quality of the artifacts shared by the principal in the areas in need of improvement and the observational information viewed by the lead evaluator in such areas, if applicable. Should the goals have been met prior to the end of the PIP period, the Superintendent may decide to terminate the PIP; a written acknowledgement to the effect shall be signed by the Superintendent of Schools.
  4. The PIP shall identify how progress will be measure and assess. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
  5. The PIP shall identify specific resources available to assist the principal to improve performance. Examples: colleagues, course, mentor, workshops, peer visits, materials, conferences, et al.
  6. A statement of differentiated activities to support improvement that shall be developed on a collaborative basis with the principal, based upon the areas in the rubric that were deemed in need of support to enable an effective level of performance. The supports shall be reasonable in nature.
  7. The manner of assessment of improvement that shall be in the nature of direct observation, review of materials (where applicable), review of behaviors (where applicable), attention to educational directives (where applicable).

**PRINICIPAL IMPROVEMENT PLAN**

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

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

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

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

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

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

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

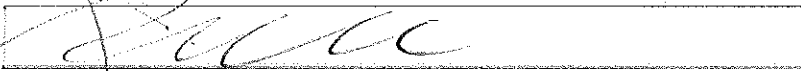
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

Superintendent Signature:

Date:

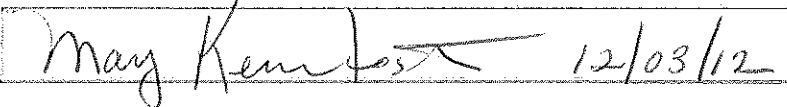
12/14/12



Teachers Union President Signature: Date:

 11/30/12

Administrative Union President Signature: Date:

 12/03/12

Board of Education President Signature: Date:

