



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

Commissioner of Education
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November 29, 2012

Ronald Spadafora, Superintendent
Oneida City School District
565 Sayles Street
Oneida, NY 13421

Dear Superintendent Spadafora:

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: Jacklin Starks

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 Monday, September 10, 2012

Updated Monday, November 19, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 251400010000

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

251400010000

1.2) School District Name: ONEIDA CITY SD

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

ONEIDA CITY SD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, September 11, 2012

Updated Tuesday, November 27, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The percent of students meeting the rigorous SLO goal is built around the baseline data on the 3rd party
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>assessment. Teachers will meet with building administrators to review the SLO and decide on the HEDI target. All SLO's will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>85-100% of students will meet target</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>65-84.9% of students will meet target</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>30-64.9% of students will meet target</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>0-29.9% of students will meet target</p>

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The percent of students meeting the rigorous SLO goal is built around the baseline data on the 3rd party assessment. Teachers will meet with building administrators to review the SLO and decide on the HEDI target. All SLO's will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>85-100% of students will meet target</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>65-84.9% of students will meet target</p>

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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29.9% of students will meet target

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Common Branch Teacher
7	District, regional or BOCES-developed assessment	Oneida City school District locally developed Grade 7 assessment - Science

	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.	The percent of students meeting the rigorous SLO goal is built around the baseline data on the Oneida CSD course specific assessment. Teachers will meet with building administrators to review the SLO and decide on the HEDI target. All SLO's will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students will meet target
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-64.9% of students will meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29.9% of students will meet target

2.5) Grades 6-8 Social Studies

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

Social Studies	Assessment
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6	District, regional or BOCES-developed assessment	Oneida City School District locally developed Grade 6 assessment - Social Studies
7	District, regional or BOCES-developed assessment	Oneida City School District locally developed Grade 7 assessment - Social Studies
8	District, regional or BOCES-developed assessment	Oneida City School District locally developed Grade 8 assessment - Social Studies

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.	The percent of students meeting the rigorous SLO goal is built around the baseline data on the Oneida CSD course specific assessment. Teachers will meet with building administrators to review the SLO and decide on the HEDI target. All SLO's will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students will meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84.9% of students will meet target
Developing (3 - 8 points) Results are below District goals for similar students.	30-64.9% of students will meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29.9% of students will meet target

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Oneida City School District locally developed Global 1 assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and

assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	The percent of students meeting the rigorous SLO goal is built around the baseline data on the Oneida CSD course specific assessment. Teachers will meet with building administrators to review the SLO and decide on the HEDI target. All SLO's will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students will meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84.9% of students will meet target
Developing (3 - 8 points) Results are below District goals for similar students.	30-64.9% of students will meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29.9% of students will meet target

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The percent of students meeting the rigorous SLO goal is built around the baseline data on the Oneida CSD course specific assessment. Teachers will meet with building administrators to review the SLO and decide on the HEDI target. All SLO's will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students will meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84.9% of students will meet target

Developing (3 - 8 points) Results are below District goals for similar students.	30-64.9% of students will meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29.9% of students will meet target

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The percent of students meeting the rigorous SLO goal is built around the baseline data on the Oneida CSD course specific assessment. Teachers will meet with building administrators to review the SLO and decide on the HEDI target. All SLO's will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students will meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84.9% of students will meet target
Developing (3 - 8 points) Results are below District goals for similar students.	30-64.9% of students will meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29.9% of students will meet target

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. 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
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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.	The percent of students meeting the rigorous SLO goal is built around the baseline data on the Oneida CSD course specific assessment. Teachers will meet with building administrators to review the SLO and decide on the HEDI target. All SLO's will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84.9% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	30-64.9% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29.9% of students meet target

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/175028-TXEttx9bQW/2.11 Revision .docx

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 locally developed controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, September 11, 2012

Updated Tuesday, November 27, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed 4th grade Math assessment
5	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed 5th grade Math assessment

6	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed 6th Grade ELA
7	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed 7th Grade ELA
8	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed 8th Grade ELA

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.	The local achievement target is for students to demonstrate the achievement of their target as measured by the Oneida CSD created course specific assessment or 3rd party assessment as documented. Teachers will complete the local measure template and meet with building administrators to review the local goal and decide on a HEDI target. All local measures will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in Task 3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students will meet target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-84.9% of students will meet target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54.9% of students will meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29.9% of students will meet target

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed 4th Grade Math
5	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed 5th Grade Math
6	4) State-approved 3rd party assessments	AIMS Web

7	4) State-approved 3rd party assessments	AIMS Web
8	4) State-approved 3rd party assessments	AIMS Web

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.	The local achievement target is for students to demonstrate the achievement of their target as measured by the Oneida CSD created course specific assessment or 3rd party assessment as documented. Teachers will complete the local measure template and meet with building administrators to review the local goal and decide on a HEDI target. All local measures will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in Task 3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students will meet target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-84.9% of students will meet target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54.9% of students will meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29.9% of students will meet target

3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/175070-rhJdBgDruP/Task 3 Revision.docx>

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
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K	5) District, regional, or BOCES–developed assessments	Oneida City School District K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Oneida City School District Grade1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Oneida City School District Grade 2 ELA Assessment
3	4) State-approved 3rd party assessments	AIMS Web

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The local achievement target is for students to demonstrate the achievement of their target as measured by the Oneida CSD created course specific assessment or 3rd party assessment as documented. Teachers will complete the local measure template and meet with building administrators to review the local goal and decide on a HEDI target. All local measures will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students will meet target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84.9% of students will meet target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-64.9% of students will meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29.9% of students will meet target

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Oneida City School District K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Oneida City School District Grade 1 ELA Assessment

2	5) District, regional, or BOCES–developed assessments	Oneida City School District Grade 2 ELA Assessment
3	4) State-approved 3rd party assessments	AIMS Web

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The local achievement target is for students to demonstrate the achievement of their target as measured by the Oneida CSD created course specific assessment or 3rd party assessment as documented. Teachers will complete the local measure template and meet with building administrators to review the local goal and decide on a HEDI target. All local measures will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students will meet target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84.9% of students will meet target
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	30-64.9% of students will meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29.9% of students will meet target

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Common Branch Teacher
7	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed 7th Grade Science assessment
8	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed 8th Grade Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The local achievement target is for students to demonstrate the achievement of their target as measured by the Oneida CSD created course specific assessment or 3rd party assessment as documented. Teachers will complete the local measure template and meet with building administrators to review the local goal and decide on a HEDI target. All local measures will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students will meet target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84.9% of students will meet target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-64.9% of students will meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29.9% of students will meet target

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Grade 6 assessment - Social Studies
7	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Grade 7 assessment - Social Studies
8	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Grade 8 assessment - Social Studies

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	The local achievement target is for students to demonstrate the achievement of their target as measured
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<p>this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>by the Oneida CSD created course specific assessment or 3rd party assessment as documented. Teachers will complete the local measure template and meet with building administrators to review the local goal and decide on a HEDI target. All local measures will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>85-100% of students will meet target</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>65-84.9% of students will meet target</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>30-64.9% of students will meet target</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-29.9% of students will meet target</p>

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	Oneida City School District locally developed Global 1 assessment
Global 2	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Global 2 assessment
American History	5) District, regional, or BOCES–developed assessments	Oneida City School District locally 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The local achievement target is for students to demonstrate the achievement of their target as measured by the Oneida CSD created course specific assessment or 3rd party assessment as documented. Teachers will</p>
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complete the local measure template and meet with building administrators to review the local goal and decide on a HEDI target. All local measures will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students will meet target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	65-84.9% of students will meet target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-64.9% of students will meet target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29.9% of students will meet target

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Living Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Earth Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Chemistry assessment
Physics	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The local achievement target is for students to demonstrate the achievement of their target as measured by the Oneida CSD created course specific assessment or 3rd party assessment as documented. Teachers will
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complete the local measure template and meet with building administrators to review the local goal and decide on a HEDI target. All local measures will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 3.13.

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

85-100% of students will meet target

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

65-84.9% of students will meet target

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

30-64.9% of students will meet target

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

0-29.9% of students will meet target

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Algebra 1 assessment
Geometry	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Oneida City School District locally 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.

The local achievement target is for students to demonstrate the achievement of their target as measured by the Oneida CSD created course specific assessment or 3rd party assessment as documented. Teachers will complete the local measure template and meet with building administrators to review the local goal and decide

on a HEDI target. All local measures will be submitted and reviewed by district office for final approval. Teachers will receive HEDI ratings based upon the percentage of students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 3.13.

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

85-100% of students will meet target

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

65-84.9% of students will meet target

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

30-64.9% of students will meet target

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

0-29.9% of students will meet target

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Oneida City School District locally developed Grade 10 ELA assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Oneida City School District locally 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.

The local achievement target is for students to demonstrate the achievement of their target as measured by the Oneida CSD created course specific assessment or 3rd party assessment as documented. Teachers will complete the local measure template and meet with building administrators to review the local goal and decide on a HEDI target. All local measures will be submitted and reviewed by district office for final approval. Teachers will

students that meet their individual targets, as specified in the HEDI Table that has been uploaded in 3.13.

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

85-100% of students will meet target

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

65-84.9% of students will meet target

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

30-64.9% of students will meet target

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

0-29.9% of students will meet target

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

(No response)

3.13) HEDI Tables or Graphics

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

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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 locally developed controls

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested or the number of assessments administered to the same population.

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 Tuesday, September 11, 2012

Updated Monday, November 19, 2012

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4.1) Teacher Practice Rubric

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

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

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

Thoughtful Classroom Teacher Effectiveness Framework

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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.

(No response)

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

assets/survey-uploads/5091/175107-eka9yMJ855/4.5 SED Revision.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	A score is calculated for each teacher effectiveness framework. These scores are combined for a total score. A total score of 57-60 is Highly Effective.
Effective: Overall performance and results meet NYS Teaching Standards.	A score is calculated for each teacher effectiveness framework. These scores are combined for a total score. A total score of 52-56 is Effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A score is calculated for each teacher effectiveness framework. These scores are combined for a total score. A total score of 35-51 is Developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A score is calculated for each teacher effectiveness framework. These scores are combined for a total score. A total of 0-34 is Ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	52-56
Developing	35-51
Ineffective	0-34

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, September 11, 2012

Updated Friday, October 12, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	57-60
Effective	52-56
Developing	35-51
Ineffective	0-34

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 Tuesday, September 11, 2012

Updated Friday, October 12, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/175114-Df0w3Xx5v6/6.2 TIP Final.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

5. Appeals Process:

The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's or principal's performance review, and/or improvement plan:

1. APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews are limited to those that rate a teacher/principal as Ineffective or Developing only.

2. WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

(1) the substance of the APPR;

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

(3) the adherence to the Commissioner's regulations, and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.

3. PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher/principal may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

4. RESPONSIBILITIES OF TEACHER

The teacher has the burden of demonstrating a clear legal right to the appeal filed and the burden of establishing the facts upon which the teacher/principal filed the appeal. Teacher is responsible for submitting appropriate documentation to the panel no later than fifteen (15) calendar days from the date teachers are notified.

5. TIMEFRAME FOR FILING APPEAL

Appeals concerning a teacher's annual professional performance review must be filed, in writing, no later than fifteen (15) calendar days from the date when the teacher receives his/her annual professional performance review. The time frames referred to herein may be extended by mutual agreement of the parties provided that the District ensures that the resolution of any appeal is timely and expeditious in accordance with Education Law §3012-c. The district will provide teachers and principals with their composite score on September 1st, or pending the release of data from NYSED. The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

A teacher wishing to initiate an appeal must submit, in writing, to the Superintendent a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

6. DECISION-MAKING PROCESS

Teachers: A three-person review panel for an appeal concerning teacher's performance review will make a recommendation to the Superintendent. The panel will be comprised of the Assistant Superintendent for Instruction, one administrator appointed by the Superintendent, and a district teacher appointed by the Oneida Teachers Association President. A panel member may not have been involved in the evaluation process of the teacher who is appealing. An OTA officer will be present as a non-voting member to observe and consult, as needed, during the proceedings of the panel review. If, during the deliberation process, a request is made by the panel for additional, relevant information, the teacher will be afforded 3 work days to provide appropriate documentation, as requested. The panel shall issue a written recommendation on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal.

7. DECISION-MAKER ON APPEAL

The Superintendent of schools or the Superintendent's designee shall render the final decision. It should be noted that the same individual who was responsible for making the final rating decision may not decide an appeal. In such case, the board of education shall appoint another person to decide the appeal.

The decision of the Superintendent shall be final and an appeal shall be deemed completed upon the issuance of that decision. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error defect, modify a rating if it is

affected by substantial error or defect, or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different. The decision of the Superintendent shall not be subject to any further appeal. The Superintendent shall make his/her recommendation within five (5) school days of the conclusion of the hearing.

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.

6.4 Training and Certification of Evaluators

The Superintendent will ensure that all evaluators have been trained and certified in accordance with regulation. The district will utilize Madison-Oneida BOCES Network Team evaluator training and certification and Silver Strong Associates, in accordance with SED procedures and processes. Evaluator training will include training on:

1. The New York State Teaching Standards, and their related elements and performance indicators 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, pending approval by NYSED;
4. Application and use of The Thoughtful Classroom teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice; Silver Strong Associates will train all administrators and teachers to ensure inter-rater reliability in the use and implementation of this SED approved rubric.
5. Six hour training sessions will be held for teachers and principals on August 31, 2012 and September 5, 2012. The training, provided by Silver Strong Associates, will address observation protocol and pre/post discussions. Additionally, Silver Strong Associates are available for training/consultation throughout the school year, as needed.
6. Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, including but not limited to, structured portfolio reviews, professional growth goals, etc.;
7. Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers;
8. Use of the Statewide Instructional Reporting System;
9. The scoring methodology 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 overall rating and their subcomponent ratings.
10. Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities.

The Superintendent will ensure that evaluators participate in annual training and are recertified on an annual basis. Throughout the year, the BOCES Network Team and/or Silver Strong Associates will be utilized to provide the training and recertification via professional development opportunities including, but not limited to webinars, workshops, Superintendent's Conference Days and grade level ½ days. Any evaluator who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations. The APPR committee will meet mid-year to assess how well the process is working and make appropriate recommendations to insure compliance with SED regulations and guidelines.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, September 11, 2012

Updated Monday, November 26, 2012

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

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

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

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

K-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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	(No response)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	(No response)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	(No response)
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	(No response)

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, September 12, 2012

Updated Tuesday, November 27, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Oneida City School District locally developed grade level assessments, K-5 in ELA and Math.
6-8	(d) measures used by district for teacher evaluation	Oneida City School District locally developed grade level assessments, 6-8 in ELA, Math, Science and Social Studies.
9-12	(h) students' progress toward graduation	Students progress towards graduation will be measured by using the following strong predictive indicators: 9th, 10th, and 11th grade credit accumulation, percentage of students that pass 9th and 10th grade subjects most commonly associated with graduation, and students' progress in passing the number of required Regents examinations for graduations.

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The 15 points for locally selected measures of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and superintendent. The plan developed shall include which approved assessment measures will be utilized, what expectations will be set and how points will be earned regarding achievement in relation to the targets. LATs will be consistent with established district goals. The superintendent shall verify comparability and rigor in the utilization of this district-wide goal setting</p>
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process as required by regulation. For all measures, the cohort of students utilized shall only include those enrolled on June 15 and who have been enrolled from BEDS Day to June 15 annually. For all targets, the superintendent and principal shall utilize student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations. HEDI points will be assigned on the percent (%) of students meeting identified achievement targets. For Grades K-5, Oneida City School District locally developed assessments will be used in ELA and Math. For Grades 6-8, Oneida City School District locally developed assessments will be used in ELA, Math, and Social Studies. For the Oneida High School principal, students' progress towards graduation will be measured by using the following strong predictive indicators: 9th, 10th, and 11th grade credit accumulation, percentage of students that pass 9th and 10th grade subjects most commonly associated with graduation, and students' progress in passing the number of required Regents examinations for graduations. In Grades 9-12, the HEDI points will be based upon the total percentage of students meeting the identified criteria in the three (3) factors listed above.

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

Results are well above District adopted expectations for achievement for the grade level.

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

Results meet District adopted expectations for achievement for the grade level.

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

Results are below District adopted expectations for achievement for the grade level.

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

Results are well below District adopted expectations for achievement for the grade level.

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/5366/175720-qBFVOWF7fC/8.1 HEDI Revision 15 pt.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District adopted expectations for achievement for the grade level.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted expectations for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted expectations for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District adopted expectations for achievement for the grade level.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

None

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, September 12, 2012

Updated Tuesday, November 27, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	(No response)
9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

(No response)

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/5143/175792-pMADJ4gk6R/9.7 HEDI revision.docx

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

Highly Effective: Overall performance and results exceed standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 55-60 is Highly Effective.
Effective: Overall performance and results meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 40 - 54 is Effective.
Developing: Overall performance and results need improvement in order to meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 21 - 39 is Developing.
Ineffective: Overall performance and results do not meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 0-20 is Ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	40-54
Developing	21-39
Ineffective	0-20

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 Wednesday, September 12, 2012

Updated Monday, November 19, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	40-54
Developing	21-39
Ineffective	0-20

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 Wednesday, September 12, 2012

Updated Friday, November 16, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/175813-Df0w3Xx5v6/11.2 PIP Final_2.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

11.3 Principal Appeals Process:

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

II. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal must be submitted at this time. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal. Further, a principal who is placed on a Professional Improvement Plan (PIP) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

III. An appeal of an evaluation or a PIP must be commenced within fifteen school days of the presentation of the document to the principal or else the right to appeal shall be deemed waived in all regards.

IV. Under this appeals process, the principal bears the burden of proving by substantial evidence the merits of his or her appeal.

V. The decision will be rendered by a three person review panel for an appeal concerning a principal's performance review. The panel will be comprised of one administrator appointed by the Oneida Administrator's Association (OAA), an administrator appointed by the superintendent, and a third party mutually agreed upon by the OAA and the superintendent. The panel shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the principal filed his or her appeal.

VI. The decision of the panel shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the panel shall not be subject to any further appeal.

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.

11.4 Training and Certification of Evaluators

The Superintendent will ensure that all evaluators have been trained and certified in accordance with regulation. The district will utilize Madison-Oneida BOCES Network Team evaluator training and certification and Silver Strong Associates, in accordance with SED procedures and processes. Evaluator training will include training on:

1. The New York State Teaching Standards, and their related elements and performance indicators 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, pending approval by NYSED;
4. Application and use of The Thoughtful Classroom teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice; Silver Strong Associates will train all administrators and teachers to ensure inter-rater reliability in the use and implementation of this SED approved rubric.
5. Six hour training sessions were held for teachers and principals on August 31, 2012 and September 5, 2012. The training, provided by Silver Strong Associates, will address observation protocol and pre/post discussions. Additionally, Silver Strong Associates are available for training/consultation throughout the school year, as needed.
6. Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, including but not limited to, structured portfolio reviews, professional growth goals, etc.;
7. Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers;
8. Use of the Statewide Instructional Reporting System;
9. The scoring methodology 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 overall rating and their subcomponent ratings.
10. Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities.

The Superintendent will ensure that evaluators participate in annual training and are recertified on an annual basis. Throughout the year, the BOCES Network Team and/or Silver Strong Associates will be utilized to provide the training and recertification via professional development opportunities including, but not limited to webinars, workshops, Superintendent's Conference Days and grade level ½ days. Any evaluator who fails to achieve required training or certification or recertification, as applicable, shall not conduct or complete evaluations. The APPR committee will meet mid-year to assess how well the process is working and make appropriate recommendations to insure compliance with SED regulations and guidelines.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, September 12, 2012

Updated Tuesday, November 27, 2012

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12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/175815-3Uqgn5g9Iu/District Cert. APPR.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.

2.11 HEDI Criteria and Points Assignment

Composite Evaluation Score (CES):

Oneida City School District will finalize each teacher's on-line CES by September 1st or within five calendar days after the State Education Department provides the Oneida City School District with the necessary data, whichever is later. The HEDI scores are:

HEDI	Highly Effective	Effective	Developing	Ineffective
CES	91-100	75-90	65-74	0-64
State Measures	18-20	9-17	3-8	0-2
Local Measures	18-20	9-17	3-8	0-2
Other Measures	57-60	52-56	35-51	0-34

Assigning Points for the Growth or Comparable Measure Section of APPR: State Provided Growth Score

If a teacher receives a State provided growth or value-added score (primarily 4th-8th grade teachers of Language Arts and/or mathematics), that score will be the point total (out of twenty) for the Growth or Comparable Measure section of APPR.

If a teacher receives multiple scores from the State and they are not already combined, the numbers will be averaged together but will take into account the variation of students taking one assessment over another.

If the State utilizes the value-added model, it is understood that this value-added score will be based out of twenty-five points instead of twenty and that these teachers will have their locally-selected measure (achievement) section decreased in value from twenty to fifteen points.

Student Learning Objective (SLO): The setting of student growth targets involves a multi-step process. Baseline data is first obtained through reviewing and analyzing student knowledge and performance data at the beginning of the course. Based on the baseline data, the teacher establishes individually or collaboratively with other teachers learning growth targets for students that explicitly connect teaching and learning and focus on rigorous student results. These growth targets are determined by baseline data, and may be adjusted if a student is an English Language Learner (ELL), has targeted related academic goals on an Individualized Education Plan (IEP), or other student, classroom, and school-level characteristics approved by the Board of Regents in the future.

Teachers will complete the SLO template for growth, where appropriate, and meet with building administrators to review the SLO and decide on a HEDI target. All SLO's will be submitted and reviewed by district office for final approval. At the end of the school year, teachers will administer a post assessment. Based upon the percentage of students that meet the individual targets, teachers will receive the HEDI ratings as specified in the HEDI Table that has been uploaded in 2.11

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' (except in a randomized scoring system) work if the results of the assessments will factor into their score.

Student Learning Objective & Locally Developed Measures (20 pts)

	Highly Effective			Effective									Developing						Ineffective		
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% meeting target	95.0–100	90.0–94.9	85.0–89.9	82.5–84.9	80.0–82.4	78.0–79.9	76.0–77.9	74.0–75.9	72.0–73.9	70.0–71.9	67.0–69.9	65.0–66.9	63.0–64.9	61.0–62.9	56.0–60.9	50.0–55.9	40.0–49.9	30.0–39.9	20.0–29.9	10.0–19.9	0.0–9.9
t-score	2.95 +	2.70 – 2.94	2.45 – 2.69	2.15 – 2.44	1.75 – 2.14	1.50 – -1.74	1.25 – 1.49	1.00 – 1.24	.75 – .99	.50 – .74	.25 – .49	0.0 – .24	-0.25 – -0.01	-0.5 – -0.26	-0.75 – -0.51	-1.0 – -0.74	-1.25 – -1.01	-1.5 – -1.26	-1.75 – -1.51	-2.0 – -1.76	-2.0 –

Task 3: HEDI Criteria and Points Assignment

Composite Evaluation Score (CES):

Oneida City School District will finalize each teacher's on-line CES by September 1st or within five calendar days after the State Education Department provides the Oneida City School District with the necessary data, whichever is later. The HEDI scores are:

HEDI	Highly Effective	Effective	Developing	Ineffective
CES	91-100	75-90	65-74	0-64
State Measures	18-20	9-17	3-8	0-2
Local Measures	18-20	9-17	3-8	0-2
Other Measures	57-60	52-56	35-51	0-34

Assigning Points for the Growth or Comparable Measure Section of APPR: Locally-Selected Measure/Student Achievement

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). For purposes of this section:

The following processes will be used to determine locally selected measures of student achievement:

- Common grade level and/or content area teachers will collaborate to develop and agree on common assessments. The district will provide guidelines to ensure the rigor and validity of the assessments.
- Common assessments will be submitted to building principals, who will recommend the assessments to the Superintendent or designee for approval. The Superintendent will have the final decision on whether or not an assessment is approved.
- Assessments will be administered and scored district wide in the Fall, 2012. Baseline data will be obtained by reviewing and analyzing student knowledge and performance data pertaining to the identified priority learning standards.
- Based on the baseline data, the teacher establishes individually or collaboratively with other teachers, specific local student achievement targets different from growth target as identified in Task 2, that explicitly connect teaching and learning and focus on rigorous student result.
- These local student achievement targets are determined by baseline data, and may be adjusted if a student is an English Language Learner (ELL), has targeted related academic goals on an Individualized Education Plan (IEP), or other student, classroom, and school-level characteristics approved by the Board of Regents in the future.
- Teachers will complete the local measure template and meet with building administrators to review the local goal and decide on a HEDI target. All local measures will be submitted and reviewed by district office for final approval.
- At the end of the school year, teachers will administer a post assessment. Based upon the percentage of students that meet the individual targets, teachers will receive the HEDI ratings as specified in the HEDI Table that has been uploaded in Task 3.

If the State utilizes the value-added model, it is understood that this value-added score will be based out of twenty-five points instead of twenty and that these teachers will have their locally-selected measure (achievement) section decreased in value from twenty to fifteen points.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' (except in a randomized scoring system) work if the results of the assessments will factor into their score.

Student Learning Objective & Locally Developed Measures (20 pts) for Grades 4-8, ELA and Math:

	Highly Effective			Effective									Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% meeting target	95.0–100	90.0–94.9	85.0–89.9	82.5–84.9	80.0–82.4	78.0–79.9	76.0–77.9	74.0–75.9	72.0–73.9	70.0–71.9	67.0–69.9	65.0–66.9	63.0–64.9	61.0–62.9	56.0–60.9	50.0–55.9	40.0–49.9	30.0–39.9	20.0–29.9	10.0–19.9	0.0–9.9
t-score	2.95 +	2.70 – 2.94	2.45 – 2.69	2.15 – 2.44	1.75 – 2.14	1.50 – -1.74	1.25 – 1.49	1.00 – 1.24	.75 – .99	.50 – .74	.25 – .49	0.0 – .24	-0.25 – -0.01	-0.5 – -0.26	-0.75 – -0.51	-1.0 – -0.74	-1.25 – -1.01	-1.5 – -1.26	-1.75 – -1.51	-2.0 – -1.76	-2.0–

Student Learning Objective & Locally Developed Measures (15 pts) for Grades 4-8, ELA and Math:

	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% meeting target	92.5 +	85.0–92.4	80.0–84.9	75.0–79.9	70.0–74.9	65.0–69.9	60.0–64.9	55.0–59.9	50.0–54.9	45.0–49.9	40.0–44.9	35.0–39.9	30.0–34.9	20.0–29.9	10.0–19.9	0.0–9.9
t-score	2.95 +	2.60–2.94	2.25–2.59	1.90–2.24	1.55–1.89	1.20–1.54	0.85–1.19	0.50–0.84	0.15–0.49	-0.20–0.14	-0.55–-0.21	-0.90–-0.56	-1.25–-0.91	-1.60–-1.26	-1.95–-1.61	-1.96–

Task 3: HEDI Criteria and Points Assignment

Composite Evaluation Score (CES):

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Other Measures	57-60	52-56	35-51	0-34

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20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon implementation of value-added growth model). For purposes of this section:

The following processes will be used to determine locally selected measures of student achievement:

- Common grade level and/or content area teachers will collaborate to develop and agree on common assessments. The district will provide guidelines to ensure the rigor and validity of the assessments.
- Common assessments will be submitted to building principals, who will recommend the assessments to the Superintendent or designee for approval. The Superintendent will have the final decision on whether or not an assessment is approved.
- Assessments will be administered and scored district wide in the Fall, 2012. Baseline data will be obtained by reviewing and analyzing student knowledge and performance data pertaining to the identified priority learning standards.
- Based on the baseline data, the teacher establishes individually or collaboratively with other teachers, specific local student achievement targets different from growth target as identified in Task 2, that explicitly connect teaching and learning and focus on rigorous student result.
- These local student achievement targets are determined by baseline data, and may be adjusted if a student is an English Language Learner (ELL), has targeted related academic goals on an Individualized Education Plan (IEP), or other student, classroom, and school-level characteristics approved by the Board of Regents in the future.
- Teachers will complete the local measure template and meet with building administrators to review the local goal and decide on a HEDI target. All local measures will be submitted and reviewed by district office for final approval.
- At the end of the school year, teachers will administer a post assessment. Based upon the percentage of students that meet the individual targets, teachers will receive the HEDI ratings as specified in the HEDI Table that has been uploaded in Task 3.

If the State utilizes the value-added model, it is understood that this value-added score will be based out of twenty-five points instead of twenty and that these teachers will have their locally-selected measure (achievement) section decreased in value from twenty to fifteen points.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score their own students' (except in a randomized scoring system) work if the results of the assessments will factor into their score.

Student Learning Objective & Locally Developed Measures (20 pts) for Grades 4-8, ELA and Math:

	Highly Effective			Effective									Developing					Ineffective			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% meeting target	95.0–100	90.0–94.9	85.0–89.9	82.5–84.9	80.0–82.4	78.0–79.9	76.0–77.9	74.0–75.9	72.0–73.9	70.0–71.9	67.0–69.9	65.0–66.9	63.0–64.9	61.0–62.9	56.0–60.9	50.0–55.9	40.0–49.9	30.0–39.9	20.0–29.9	10.0–19.9	0.0–9.9
t-score	2.95 +	2.70 – -2.94	2.45 – -2.69	2.15 – -2.44	1.75 – -2.14	1.50 – -1.74	1.25 – -1.49	1.00 – -1.24	.75 – -.99	.50 – -.74	.25 – -.49	0.0 – -.24	-0.25 – -0.01	-0.5 – -.26	-0.75 – -0.51	-1.0 – -0.74	-1.25 – -1.01	-1.5 – -1.26	-1.75 – -1.51	-2.0 – -1.76	-2.0 –

Student Learning Objective & Locally Developed Measures (15 pts) for Grades 4-8, ELA and Math:

	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% meeting target	92.5 +	85.0 – 92.4	80.0 – 84.9	75.0 – 79.9	70.0 – 74.9	65.0 – 69.9	60.0 – 64.9	55.0 – 59.9	50.0 – 54.9	45.0 – 49.9	40.0 – 44.9	35.0 – 39.9	30.0 – 34.9	20.0 – 29.9	10.0 – 19.9	0.0 – 9.9
t-score	2.95 +	2.60 – -2.94	2.25 – -2.59	1.90 – -2.24	1.55 – -1.89	1.20 – -1.54	0.85 – -1.19	0.50 – -0.84	0.15 – -0.49	-0.20 – -0.14	-0.55 – -0.21	-0.90 – -0.56	-1.25 – -0.91	-1.60 – -1.26	-1.95 – -1.61	-1.96 –

4.5 Process for Assigning Points and Determining HEDI Ratings:

Sixty (60%) of each teacher’s performance evaluation will be based on *The Thoughtful Classroom Teacher Effectiveness Framework*. *The Thoughtful Classroom Teacher Effectiveness Framework* is a comprehensive system for observing, evaluating, and refining classroom practice. It synthesizes a wide body of research on instructional design and teacher effectiveness. The Framework allows for assessment through ten dimensions of teaching, with a set of observable teaching indicators within each dimension and relevant student behaviors associated with effective teaching. The Framework includes:

Component One: Four Cornerstones of Effective Teaching, Dimensions 1,2,3,4

1. Organization, Rules, and Procedures
2. Positive Relationships
3. Engagement and Enjoyment
4. A Culture of Thinking and Learning

Component Two: Five Episodes of Effective Instruction, Dimensions 5,6,7,8,9

5. Preparing Students for New Learning
6. Presenting New Learning
7. Deepening and Reinforcing Learning
8. Applying Learning
9. Reflection on and Celebrating Learning

Component Three: Effective Professional Practice, Dimension 10

10. Professional Practice

Each dimension will be weighted equally. Each dimension is evaluated every year. Multiple classroom observations will be conducted yearly, at least one of which will be unannounced. The following formula will be used to calculate the number of points for the teacher effectiveness “other measure”:

The Thoughtful Classroom Teacher Effectiveness Framework uses four levels to evaluate a teacher: Novice, Developing, Proficient, and Expert. This aligns with the New York State categories: Ineffective, Developing, Effective and Highly Effective. A teacher will be evaluated on each of the **10 Dimensions** and will be scored with a value of:

- Highly Effective = 4
- Effective = 3
- Developing = 2
- Ineffective = 1

HEDI scores for this measure shall be as follows:

Highly Effective	40	39	38	37
HEDI conversion (out of 60)	60	59	58	57

Effective	36-35	34	33	32	31-30
HEDI conversion (out of 60)	56	55	54	53	52

Developing	29	28	27	26	25	24	23	22	21
HEDI conversion (out of 60)	50-51	48	46	44	44	40	38	36	35

Ineffective	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
HEDI conversion (out of 60)	34	32	30	29	27	26	24	22	21	19	18	16	14	13	11	10	8	6	5	3	0

6.2 Oneida City School District

Annual Professional Performance Review Teacher Improvement Plan

The District's **Annual Professional Performance Review process (APPR)** is designed to recognize, support, and improve the teaching-learning process. Some Oneida City School District teachers may need additional support in meeting APPR requirements. That support will come through a mutually developed plan related to the Annual Professional Performance Review process.

The **Teacher Improvement Plan** is designed to recognize, support, and improve the teaching-learning process. The TIP also is designed to help teachers address areas in need of improvement based on one or more of the ten dimensions of the Silver and Strong Thoughtful Classroom Teacher Effectiveness Framework. The ten dimensions are: (1) Organization, Rules and Procedures, (2) Positive Relationships, (3) Engagement and Enjoyment, (4) A Culture of Thinking and Learning, (5) Preparing Students for New Learning, (6) Presenting New Learning, (7) Deepening and Reinforcing New Learning, (8) Applying Learning, (9) Reflecting on and Celebrating Learning, (10) Effective Professional Practice. The district TIP plan may also be used to address needed improvement for teachers who have been identified as ineffective or developing by the state growth model/SLO or locally selected assessment measure.

THE PURPOSES OF THE TIP

- To demonstrate the commitment of the district to the professional growth and development of all teachers;
- To improve the performance of teachers who are identified by the APPR as needing improvement in any of the ten criteria for evaluation, state growth model/SLO, or locally selected measure;
- To implement a process that is a good faith effort to provide a supportive and structured plan for improvement within an established timeframe. □

THE TIP PROCEDURES □ The TIP procedures are guidelines for the administrator and teacher involved in the TIP process. The teacher may select an OTA representative, for example, veteran teacher, mentor, instructional leader, etc. Prior to the development of the plan, the administrator will:

- Identify the area(s) of concern;
- Document with evidence the area(s) of concern;
- Collaborate with teacher to identify members of the support team;
- Collaborate with teacher to develop a TIP plan. □

THE TIP PLAN □ The teacher and the administrator will draft and complete a TIP document using the district's model to guide the development of the TIP language. The TIP document will be signed by the teacher, the administrator, and teacher-selected OTA representative. Every effort will be made to ensure confidentiality. The plan will include:

- Members of the Support Team
 - Identify the teacher, administrator, and teacher-selected OTA member that will comprise the support team
- Area(s) of Concern
 - Identify the dimension(s) and/or state growth model/SLO and/or locally selected assessment measure
- Goal(s)
 - Identify specific areas in need of improvement to be accomplished during the period of the TIP
- Action Steps
 - Specific, realistic, and achievable activities for the teacher to demonstrate improvement in the identified areas
- Needed Support/Resources
 - May include, but not be limited to: conferences, workshops, suggested readings, etc.
- A Timeline
 - Provide a specific timeline for implementation of the various components of the TIP. Identify the dates for preparation of written documentation regarding the completion of the TIP.
- Evidence of Goal(s) Achievement
 - May include, but not be limited to: observations on specific dates, review of assessment tools and student work, professional conversations, written documentation, etc.

**Oneida City School District
Teacher Improvement Plan**

This form is a model to guide the development of the TIP.

Teacher's Name:	School:
Grade and/Subject Area:	Implemented School Year:
Support Team Members:	APPR Composite Score Rating:

Briefly describe areas of strength that the teacher brings to the plan:

Briefly describe areas in need of improvement:

Oneida City School District Teacher Improvement Plan

	Area(s) of Concern	Goal(s)	Action Steps	Needed Support/Resources	Timeline	Evidence of Goal(s) Achievement
Organization, Rules and Procedures						
Positive Relationships						
Engagement and Enjoyment						
A Culture of Thinking and Learning						
Preparing Students for New Learning						
Presenting New Learning						

Rows not applicable to the specific TIP goals may be deleted

Deepening and Reinforcing New Learning						
Applying New Learning						
Reflecting on and Celebrating Learning						
Effective Professional Practice						
State Growth Model/SLO						
Locally Selected Assessment Measure						

Rows not applicable to the specific TIP goals may be deleted

9.7: Process for Assigning Points and Determining HEDI Ratings

Sixty percent (60%) of each principal’s performance evaluation will be based on the *LCI Multidimensional Principal Performance Rubric*, a New York State Education Department approved assessment. Each domain and dimension will be weighted equally. This measure will be based upon continuous data collection of evidence related to the six domains as outlined in the *LCI Multidimensional Rubric*. Additionally, the principals will collect supporting data as evidence as part of the dialogue regarding progress toward identified goal(s).

The 6 domains include:

- Domain 1 Shared Vision of Learning
- Domain 2 School Culture and Instructional Programs
- Domain 3 Safe, Efficient, Effective Learning Environment
- Domain 4 Community
- Domain 5 Integrity, Fairness, Ethics
- Domain 6 Political, Social, Economic, Legal, and Cultural Context

Each domain is evaluated every year. Each domain is based on HEDI. The following formula will be used to calculate the number of points for the principal effectiveness “other measure”. The *LCI Multidimensional Principal Performance Rubric* is a four point rubric for each of the six (6) domains. The scores for each domain will be added, with a total point range from 0-24, and converted to the HEDI 0-60 point rating, as displayed in the chart below. In addition, each dimension will be considered part of the holistic scoring related to the domain

- Highly Effective = 4 points
- Effective = 3 points
- Developing = 2 points
- Ineffective = 0 points

HEDI scores for this measure shall be as follows:

Highly Effective	24	23	22
HEDI conversion (out of 60)	60-59	58-57	56-55

Effective	21	20	19	18	17	16
HEDI conversion (out of 60)	54-52	51-50	49-47	46-45	44-42	41-40

Developing	15	14	13	12	11	10	9
HEDI conversion (out of 60)	39-37	36-35	34-32	31-30	29-27	26-24	23-21

Ineffective	8	7	6	5	4	3	2	1	0
HEDI conversion (out of 60)	20-19	18-17	16-15	14-12	11-9	8-6	5-4	3-1	0

State Growth and Locally Developed Measures (20 pts)

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95.0	90.0	85.0	82.5	80.0	78.0	76.0	74.0	72.0	70.0	67.0	65.0	63.0	61.0	56.0	50.0	40.0	30.0	20.0	10.0	0.0
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	94.9	89.9	84.9	82.4	79.9	77.9	75.9	73.9	71.9	69.9	66.9	64.9	62.9	60.9	55.9	49.9	39.9	29.9	19.9	9.9

Value-Added Measure for State and Local Selected Measure (15 pt)

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
92.5	85.0	80.0	75.0	70.0	65.0	60.0	55.0	50.0	45.0	40.0	35.0	30.0	20.0	10.0	0.0
+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	92.4	84.9	79.9	74.9	69.9	64.9	59.9	54.9	49.9	44.9	39.9	34.9	29.9	19.9	9.9

Value-Added Measure for State and Local Selected Measure (15 pt)

	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
% meeting target	92.5 +	85.0 -	80.0 -	75.0 -	70.0 -	65.0 -	60.0 -	55.0 -	50.0 -	45.0 -	40.0 -	35.0 -	30.0 -	20.0 -	10.0 -	0.0 -
		92.4	84.9	79.9	74.9	69.9	64.9	59.9	54.9	49.9	44.9	39.9	34.9	29.9	19.9	9.9

11.2 Principal Improvement Plan (PIP)

The **Professional Improvement Plan (PIP)** is a structured plan designed to identify specific concerns in instruction and outline a plan of action to address these concerns. The purpose of a PIP is to assist principals in working to their fullest potential. The PIP provides assistance and feedback to the principal and establishes a timeline for assessing its overall effectiveness.

A PIP must be initiated whenever a principal receives a rating of *developing or ineffective* in an annual evaluation. Both the principal and the superintendent shall meet for an evaluation conference no later than June 30th (or within two weeks of NYS ratings release) of the school year where the *developing or ineffective* evaluation is discussed. A PIP shall be designed by the principal and the superintendent, in collaboration with the president of the OAA or his/her designee, over the course of the summer.

The PIP must be in place within 10 school days from the beginning of the school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

After the first quarter, the superintendent will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the PIP goals are met, the PIP will terminate. The culmination of the PIP will be communicated in writing to the principal. Both parties will sign the PIP at the end of the school year.

If the principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the Principal and the superintendent in collaboration with the Association according to these guidelines for the subsequent year.

**Oneida City School District
Professional Improvement Plan**

Name: _____

Position: _____

Principal: _____

Date: _____

Pre-PIP Planning Meeting Date:

PIP Planning Meeting Date:

Post-PIP Meeting Date:

Pre-PIP Planning Meeting Summary:

(Includes a summary of the meeting discussing the need for a PIP)

Specific Areas of Strength:

Specific Focus Area of Concern:

Professional Improvement Plan

Outcome	Tasks/Strategies	Resources	Who	When	Indicator of Progress

(More rows can be added to table as needed.)

Principal's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Principal's Post PIP Meeting Summary:

Additional Attachments Included:

Principal's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

***Indicates receipt of a copy of this form and does not necessarily indicate agreement.**

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

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

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

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

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

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

Signatures, dates

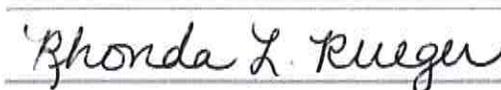
Superintendent Signature: Date: 11/26/12



Teachers Union President Signature: Date: 11/26/12



Administrative Union President Signature: Date: 11/26/12



Board of Education President Signature: Date: 11/26/12

