



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

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COMMISSIONER OF EDUCATION  
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 4, 2012

Joseph A. Rotella, Superintendent  
Onondaga Central School District  
4466 S. Onondaga Road  
Nedrow, NY 13120

Dear Superintendent Rotella:

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 certification and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for a corrective action plan if there are unacceptably low correlation results between the student growth subcomponent and any other measures of teacher and principal effectiveness and/or if the teacher or principal scores or ratings show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

c: J. Francis Manning

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

# Annual Professional Performance Reviews: 2012-13

Created Wednesday, June 13, 2012

Updated Monday, August 27, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 421201040000

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

*421201040000*

#### 1.2) School District Name: ONONDAGA CSD

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

*ONONDAGA CSD*

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

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, June 13, 2012

Updated Tuesday, August 28, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Onondaga Central School District developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Onondaga Central School District developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Onondaga Central School District developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 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 meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-54% of students meet target

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Onondaga Central School District developed Kindergarte Math Assessment
1	District, regional, or BOCES-developed assessment	Onondaga Central School District developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Onondaga Central School District developed Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 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 meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-54% of students 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	District, regional or BOCES-developed assessment	Onondaga Central School District developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Onondaga Central School District developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 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 meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-54% of students 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
6	District, regional or BOCES-developed assessment	Onondaga Central School District developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Onondaga Central School District developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Onondaga Central School District developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 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% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students 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	Onondaga Central School District developed Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of student meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students 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.	See 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% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students 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.	See 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% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students 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.



Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% 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/5364/142252-TXEttx9bQW/Revised Scoring Range for HEIDI Growth Scores.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.

N/A

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Friday, June 15, 2012

Updated Thursday, August 30, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	1) Change in percentage of student performance level on State assessments	State Grade 4 ELA Assessment compared to previous year scores on the Grade 3 ELA Assessment for the same students
5	1) Change in percentage of student performance level on State assessments	State Grade 5 ELA Assessment compared to previous year scores on the Grade 4 ELA Assessment for the same students

6	1) Change in percentage of student performance level on State assessments	State Grade 6 ELA Assessment compared to previous year scores on the Grade 5 ELA Assessment for the same students
7	1) Change in percentage of student performance level on State assessments	State Grade 7 ELA Assessment compared to previous year scores on the Grade 6 ELA Assessment for the same students
8	1) Change in percentage of student performance level on State assessments	State Grade 8 ELA Assessment scores compared to previous year scores on the Grade 7 ELA Assessment for the same students

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.	To align with the Race to the Top growth needed, the goal for each grade level 4-8 is a 3% increase in levels 3 and 4 in State ELA scores as measured by individual student growth from the previous year to this year.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each teacher will have a 3.6% or greater increase in State ELA scores for students in their class as measured from the 2012 assessment to the 2013 assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each teacher will have between a 2.5% and 3.5% increase in State ELA scores for students in their class as measured from the 2012 assessment to the 2013 assessment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each teacher will have between a 1.0 and 2.4% increase in State ELA scores for students in their class as measured from the 2012 assessment to the 2013 assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each teacher will have 0.9% or less increase in State ELA scores for students in their class as measured from the 2012 assessment to the 2012 assessment

### 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	1) Change in percentage of student performance level on State assessments	State Grade 3 Math Assessment compared to previous year scores on the State Grade 3 Math Assessment for the same students
5	1) Change in percentage of student performance level on State assessments	State grade 4 Math Assessment compared to previous year scores on the State Grade 4 Math Assessment for the same students
6	1) Change in percentage of student performance level on State assessments	State Grade 6 Math Assessment compared to previous year scores on the State Grade 5 Math Assessment for the same students
7	1) Change in percentage of student performance level on State assessments	Grade 7 State Math Assessment compared to previous year scores on the State Grade 6 Math Assessment for the same students
8	1) Change in percentage of student performance level on State assessments	Grade 8 State Math Assessment compared to previous year scores on the State Grade 7 Math Assessment for the same students

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.	To align with the Race to the Top growth needed, the goal for each grade level 4-8 is a 3% increase of students in levels 3 and 4 in State math scores as measured by individual student growth from the previous year to this year.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each teacher will have a 3.6% or greater increase in State math scores for students in their class as measured from the 2012 assessment to the 2013 assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each teacher will have a 2.5% - 3.5% increase in State math scores for students in their class as measured from the 2012 assessment to the 2013 assessment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each teacher will have between a 1.0% and 2.4% increase in State math scores for students in their class as measured from the 2012 assessment to the 2013 assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Each teacher will have 0.9% or less increase in State ELA scores for students in their class as measured from the 2012 assessment to the 2012 assessment

### 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/5139/143021-rhJdBgDruP/3.3 Revised Scoring Range and % Increase for HEDI Achievement Scores.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
K	5) District, regional, or BOCES-developed assessments	Onondaga Central School district developed ELA assessment for Kindergarten
1	5) District, regional, or BOCES-developed assessments	Onondaga Central School district developed ELA assessment for Grade 1
2	5) District, regional, or BOCES-developed assessments	Onondaga Central School District developed ELA assessment for Grade 2
3	7) Student Learning Objectives	State Grade 3 ELA Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Teachers will score assessments to performance levels that are calculated the same as State ELA and math assessments. These scores will be converted to a 20 point scale.</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>The locally developed assessments will be scored as follows:            Assessment Scores Performance level:            0-54 - 1            55-64 - 2            65-84 - 3            85-100 - 4            Calculation  <math>\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10</math>            Divided by # of students tested            Total 18-20 is highly effective</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed assessments will be scored as follows:            Assessment Scores Performance level:            0-54 - 1            55-64 - 2            65-84 - 3            85-100 - 4            Calculation  <math>\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10</math>            Divided by # of students tested            Total 9-17 is Effective</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed assessment will be scored as follows:            Assessment Scores Performance level:            0-54 - 1            55-64 - 2            65-84 - 3            85-100 - 4            Calculation  <math>\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10</math>            Divided by # of students tested            Total 3-8 is Developing</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The locally developed assessments will be scored as follows:            0-54 - 1            55-64 - 2            65-84 - 3            85-100 - 4            Calculation  <math>\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10</math>            Divided by # students tested            Total 0-2 is Ineffective</p>

### 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	Onondaga Central School district developed Math Assessment for Kindergarten
1	5) District, regional, or BOCES–developed assessments	Onondaga Central School district developed Math Assessment for Grade 1
2	5) District, regional, or BOCES–developed assessments	Onondaga Central School district developed Math Assessment for Grade 2
3	7) Student Learning Objectives	State Grade 3 Math Assessment

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

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

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.	Teachers will score assessments to performance levels that are calculated the same as State ELA and math assessments. These scores will be converted to a 20 point scale.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The locally developed assessments will be scored as follows:</p> <p>Assessment Scores Performance level:</p> <p>0-54 - 1</p> <p>55-64 - 2</p> <p>65-84 - 3</p> <p>85-100 - 4</p> <p>Calculation</p> $\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$ <p>Divided by # of students tested</p> <p>Total 18-20 is highly effective</p>
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The locally developed assessments will be scored as follows:</p> <p>Assessment Scores Performance level:</p> <p>0-54 - 1</p> <p>55-64 - 2</p> <p>65-84 - 3</p> <p>85-100 - 4</p> <p>Calculation</p> $\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$ <p>Divided by # of students tested</p> <p>Total 9-17 is Effective</p>
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The locally developed assessments will be scored as follows:</p> <p>Assessment Scores Performance level:</p> <p>0-54 - 1</p> <p>55-64 - 2</p> <p>65-84 - 3</p> <p>85-100 - 4</p> <p>Calculation</p>

{(# students scoring levels 2,3,4) + (# students scoring 3,4)} X  
10  
Divided by # of students tested  
Total 3-8 is Developing

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

The locally developed assessments will be scored as follows:  
Assessment Scores Performance level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
{(# students scoring levels 2,3,4) + (# students scoring 3,4)} X  
10  
Divided by # of students tested  
Total 0-2 is Ineffective

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	Onondaga Central School district developed Science Assessment for Grade 6
7	7) Student Learning Objectives	Onondaga Central School district developed Science Assessment for Grade 7
8	7) Student Learning Objectives	State Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Teachers will score assessments to performance levels that are calculated the same as State ELA and math assessments. These scores will be converted to a 20 point scale.

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

The locally developed assessments will be scored as follows:  
Assessment Scores Performance level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
{(# students scoring levels 2,3,4) + (# students scoring 3,4)} X  
10  
Divided by # of students tested  
Total 18-20 is highly effective

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

The locally developed assessments will be scored as follows:  
Assessment Scores Performance level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4

Calculation  
 $\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$   
 Divided by # of students tested  
 Total 9-17 is Effective

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

The locally developed assessment will be scored as follows:  
 Assessment Scores Performance level:  
 0-54 - 1  
 55-64 - 2  
 65-84 - 3  
 85-100 - 4  
 Calculation  
 $\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$   
 Divided by # of students tested  
 Total 3-8 is Developing

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

The locally developed assessments will be scored as follows:  
 Assessment Scores Performance level:  
 0-54 - 1  
 55-64 - 2  
 65-84 - 3  
 85-100 - 4  
 Calculation  
 $\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$   
 Divided by # of students tested  
 Total 0-2 is Ineffective

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	Onondaga Central School district developed Social Studies Assessment for Grade 6
7	7) Student Learning Objectives	Onondaga Central School district developed Social Studies Assessment for Grade 7
8	7) Student Learning Objectives	Onondaga Central School district developed Social Studies Assessment for Grade 8

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

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

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

Teachers will score assessments to performance levels that are calculated the same as State ELA and math assessments. These scores will be converted to a 20 point scale.

3.13, below.

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

The locally developed assessments will be scored as follows:  
Assessment Scores Performance level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
$$\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$$
  
Divided by # of students tested  
Total 18-20 is highly effective

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

The locally developed assessments will be scored as follows:  
Assessment Scores Performance level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
$$\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$$
  
Divided by # of students tested  
Total 9-17 is Effective

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

The locally developed assessment will be scored as follows:  
Assessment Scores Performance level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
$$\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$$
  
Divided by # of students tested  
Total 3-8 is Developing

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

The locally developed assessments will be scored as follows:  
Assessment Scores Performance level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
$$\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$$
  
Divided by # of students tested  
Total 0-2 is Ineffective

### 3.8) High School Social Studies

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

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

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

Global 1	7) Student Learning Objectives	Onondaga Central School district developed Global 1 Assessment
Global 2	7) Student Learning Objectives	Global 2 Regents
American History	7) Student Learning Objectives	American History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will score assessments to performance levels that are calculated the same as State ELA and math assessments. These scores will be converted to a 20 point scale.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The locally developed assessments will be scored as follows: Assessment Scores Performance level: 0-54 - 1 55-64 - 2 65-84 - 3 85-100 - 4 Calculation {(# students scoring levels 2,3,4) + (# students scoring 3,4)} X 10 Divided by # of students tested Total 18-20 is highly effective
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The locally developed assessments will be scored as follows: Assessment Scores Performance level: 0-54 - 1 55-64 - 2 65-84 - 3 85-100 - 4 Calculation {(# students scoring levels 2,3,4) + (# students scoring 3,4)} X 10 Divided by # of students tested Total 9-17 is Effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The locally developed assessment will be scored as follows: Assessment Scores Performance level: 0-54 - 1 55-64 - 2 65-84 - 3 85-100 - 4 Calculation {(# students scoring levels 2,3,4) + (# students scoring 3,4)} X 10 Divided by # of students tested Total 3-8 is Developing
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The locally developed assessments will be scored as follows: Assessment Scores Performance level: 0-54 - 1 55-64 - 2

65-84 - 3  
 85-100 - 4  
 Calculation  
 $\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$   
 Divided by # of students tested  
 Total 0-2 is Ineffective

### 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	7) Student Learning Objectives	Living Environment Regents
Earth Science	7) Student Learning Objectives	Earth Science REgents
Chemistry	7) Student Learning Objectives	Chemistry Regents
Physics	7) Student Learning Objectives	Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will score assessments to performance levels that are calculated the same as State ELA and math assessments. These scores will be converted to a 20 point scale.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The assessments will be scored as follows: Assessment Scores Performance level: 0-54 - 1 55-64 - 2 65-84 - 3 85-100 - 4 Calculation $\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$ Divided by # of students tested Total 18-20 is highly effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The assessments will be scored as follows: Assessment Scores Performance level: 0-54 - 1 55-64 - 2 65-84 - 3 85-100 - 4 Calculation

{(# students scoring levels 2,3,4) + (# students scoring 3,4)} X  
10  
Divided by # of students tested  
Total 9-17 is Effective

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

The assessment will be scored as follows:  
Assessment Scores Performance level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
{(# students scoring levels 2,3,4) + (# students scoring 3,4)} X  
10  
Divided by # of students tested  
Total 3-8 is Developing

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

The assessments will be scored as follows:  
Assessment Scores Performance level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
{(# students scoring levels 2,3,4) + (# students scoring 3,4)} X  
10  
Divided by # of students tested  
Total 0-2 is Ineffective

### 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	7) Student Learning Objectives	Algebra 1 Regents
Geometry	7) Student Learning Objectives	Geometry Regents
Algebra 2	7) Student Learning Objectives	Algebra 2 Regents

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

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

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.

Teachers will score assessments to performance levels that are calculated the same as State ELA and math assessments. These scores will be converted to a 20 point scale.

<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The assessments will be scored as follows:          Assessment Scores Performance level:          0-54 - 1          55-64 - 2          65-84 - 3          85-100 - 4          Calculation  <math>\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10</math>          Divided by # of students tested          Total 18-20 is highly effective</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The assessments will be scored as follows:          Assessment Scores Performance level:          0-54 - 1          55-64 - 2          65-84 - 3          85-100 - 4          Calculation  <math>\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10</math>          Divided by # of students tested          Total 9-17 is Effective</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The assessments will be scored as follows:          Assessment Scores Performance level:          0-54 - 1          55-64 - 2          65-84 - 3          85-100 - 4          Calculation  <math>\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10</math>          Divided by # of students tested          Total 3-8 is Developing</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The assessments will be scored as follows:          Assessment Scores Performance level:          0-54 - 1          55-64 - 2          65-84 - 3          85-100 - 4          Calculation  <math>\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10</math>          Divided by # of students tested          Total 0-2 is Ineffective</p>

### 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
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Grade 9 ELA	7) Student Learning Objectives	Onondaga Central School district developed ELA Assessment for Grade 9
Grade 10 ELA	7) Student Learning Objectives	Onondaga Central School district developed ELA Assessment for Grade 10
Grade 11 ELA	7) Student Learning Objectives	ELA 11 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will score assessments to performance levels that are calculated the same as State ELA and math assessments. These scores will be converted to a 20 point scale.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The assessments will be scored as follows:  Assessment Scores Performance level:  0-54 - 1  55-64 - 2  65-84 - 3  85-100 - 4  Calculation  <math>\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10</math>  Divided by # of students tested  Total 18-20 is highly effective</p>
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The assessments will be scored as follows:  Assessment Scores Performance level:  0-54 - 1  55-64 - 2  65-84 - 3  85-100 - 4  Calculation  <math>\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10</math>  Divided by # of students tested  Total 9-17 is Effective</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The assessments will be scored as follows:  Assessment Scores Performance level:  0-54 - 1  55-64 - 2  65-84 - 3  85-100 - 4  Calculation  <math>\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10</math>  Divided by # of students tested  Total 3-8 is Developing</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>The assessments will be scored as follows:  Assessment Scores Performance level:  0-54 - 1</p>



55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
 $\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$   
Divided by # of students tested  
Total 9-17 is Effective

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

The locally developed assessment will be scored as follows:  
Assessment Scores Performance level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
 $\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$   
Divided by # of students tested  
Total 3-8 is Developing

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

The locally developed assessments will be scored as follows:  
Assessment Scores Performance level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
 $\{(\# \text{ students scoring levels 2,3,4}) + (\# \text{ students scoring 3,4})\} \times 10$   
Divided by # of students tested  
Total 0-2 is Ineffective

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/143021-y92vNseFa4/Scoring Ranges for HEDI.docx*

### 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.

*Scores for students identified by the CSE as having a disability will be adjusted in the following manner: Raw scores will be increased by a factor of 1.17. This is being done because students with disabilities, by virtue of their designation of requiring an individualized education plan, have different goals and instructional supports in the educational setting than the general population.*

### 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.

*If more than one score, a composite score will be calculated using proportional ratio of students represented in each group. For example Grade 4 math and ELA - teacher has the same number of students in both subjects, so a score will be given for each, then averaged. If the two or more classes are not equal size, the scores will be calculated based on the proportions in each group. If 2/3 of the students represent group 1 and 1/3 of the students represent group 2 then the score for group 1 will count 2/3 and the score for group 2 will count 1/3.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Friday, June 15, 2012

Updated Tuesday, August 28, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*NYSUT Teacher Practice Rubric*

*(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.

*There are 7 Standards, 36 Elements, and 97 Indicators to be assigned to 60 Points. The Onondaga Central School District chose the following way to distribute points.*

*4 (number of indicators rated Highly Effective) + 3.3 (number of indicators rated Effective) + 2.8 (number of indicators rated Developing)*

*DIVIDED BY*

*4 X number of indicators observed*

*Once this is calculated you multiply this by the number of points assigned to each of the standards*

*Standards I-IV = 35 points*

Standard V.1-V.4 = 10 points  
 Standard V.5 = 5 points  
 Standards VI - VII - 10 points

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/5091/143042-eka9yMJ855/4.5 Teacher APPR Point distribution 5 12\_1.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 teaching standard. These scores are combined for a total score. A total score of 55-60 is highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 45-54 is effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 39-44 is Developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A score is calculated for each teaching standard. These scores are combined for a total score. A total score of 0-38 is highly ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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?

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
-

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

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- In Person
-

# 5. Composite Scoring (Teachers)

Created Friday, June 15, 2012

Updated Friday, August 24, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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 Monday, June 18, 2012

Updated Tuesday, August 28, 2012

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### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/143655-Df0w3Xx5v6/Teacher Improvement Plan\\_2.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:

*The following is the process for handling appeals:*

**APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY**

*Appeals of annual professional performance reviews should be limited to those that rate a teacher as Ineffective or "Developing only. Additional procedures may be appropriate where compensation decisions are linked to rating categories.*

#### *WHAT MAY BE CHALLENGED*

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

- (1) The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- (2) The adherence to the Commissioner's regulations, as applicable to such reviews;*
- (3) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (4) The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law §3012-c.*

#### *PROHIBITION AGAINST MORE THAN ONE APPEAL*

*A teacher 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.*

#### *BURDON OF PROOF*

*In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*

#### *TIME FRAME FOR FILING APPEAL*

*All appeals must be submitted in writing no later than fifteen (15) calendar days of the date when the teacher receives his or her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with fifteen (15) calendar days of issuance of such plan. The failure to file an appeal with these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*

*When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.*

#### *TIME FRAME FOR DISTRICT RESPONSE*

*Within fifteen (15) calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the Teacher Improvement Plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district and any and all additional information submitted with the response, at the same time the school district files its response.*

#### *DECISION-MAKER ON APPEAL*

*A decision shall be rendered by the superintendent of schools or the superintendent's, designee that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal.*

#### *DECISION*

*A written decision on the merits of the appeal shall be rendered no later than thirty (30) calendar days from the date upon which the teacher has filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.*

*The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or 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.*

#### *EXCLUSIVITY OF SECTION §3012-c APPEAL PROCEDURE*

*The §3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and*

appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

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

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

*The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will participate in the OCM BOCES Network Team evaluator/lead evaluator training in accordance with SED procedures and processes. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:*

- 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;*
- 4) Application and use of the teacher or principal rubric(s), 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 utilized 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 locally selected measures of student achievement used by the district to evaluate its teachers or principals;*
- 7) Use of the Statewide Instructional Reporting System;*
- 8) 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 or principals's overall rating and their subcomponent ratings; and*
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

*Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher evaluation will continue training on an annual basis through participation in the follow up training for evaluators/lead evaluators provided by the OCM BOCES Network Team. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The OCM BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.*

## 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 Monday, June 18, 2012

Updated Tuesday, August 28, 2012

## Page 1

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

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

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

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

3-6 Wheeler School
7-12 Onondaga Central Jr. St. High School
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Rockwell Elementary	District, regional, or BOCES-developed	Onondaga Central School district developed Grade 2 ELA and Math Assessments

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

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.	See attached below with tables
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 meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students meet target
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-54% of students meet target

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

[assets/survey-uploads/5365/143665-lha0DogRNw/7.3 Scoring Range for HEDI Scores.docx](#)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, May 31, 2012

Updated Thursday, August 30, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-6	(a) achievement on State assessments	State Assessments for Grades 3-6
7-12	(h) students' progress toward graduation	Regents and local assessments that count toward cohort 4 year graduation rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See attachment
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment

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/5366/136976-qBFVOWF7fC/8.1 Scoring Range for HEDI Scores for Administrators.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
K-2	(d) measures used by district for teacher evaluation	Onondaga Central School District developed

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.	A scoring mechanism that scales assessment scores on locally developed and state assessments to performance levels that are calculated the same for all teachers will be used.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The assessments will be scored as follows: Assessment Scores Performance Level: 0-54 - 1 55-64 - 2 65-84 - 3 85-100 - 4 Calculation [(#students scoring 2,3,4) + (# students scoring 3,4)] X 10 Divided by # students in building tested Total score of 18-20 is highly effective
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The assessments will be scored as follows: Assessment Scores Performance Level: 0-54 - 1 55-64 - 2 65-84 - 3 85-100 - 4 Calculation [(#students scoring 2,3,4) + (# students scoring 3,4)] X 10 Divided by # students in building tested Total score of 9-17 is effective
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The assessments will be scored as follows: Assessment Scores Performance Level: 0-54 - 1 55-64 - 2 65-84 - 3 85-100 - 4 Calculation [(#students scoring 2,3,4) + (# students scoring 3,4)] X 10 Divided by # students in building tested Total score of 3-8 is developing

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

The assessments will be scored as follows:  
Assessment Scores Performance Level:  
0-54 - 1  
55-64 - 2  
65-84 - 3  
85-100 - 4  
Calculation  
[(#students scoring 2,3,4) + (# students scoring 3,4)] X 10  
Divided by # students in building tested  
Total score of 0-2 is ineffective

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

*(No response)*

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

[assets/survey-uploads/5366/136976-T8MIGWUVm1/Scoring Ranges for HEDI.docx](#)

### 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.

*Scores of students identified by the CSE as having a disability will be adjusted in the following manner: Raw scores will be increased by a factor of 1.17. This is done because students with disabilities, by virtue of their designation of requiring and Individualized Education Plan, have different goals and instructional supports in the educational setting than the general population.*

### 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.

*Principals 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 student population.*

### 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 Monday, June 18, 2012

Updated Tuesday, August 28, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

*There are 6 Standards. Each standards is worth 10 points.*

*Calculation for each standard:*

*[(4 X # of indicators observed rated Highly Effective) + 3.3 X # of indicators observed rated Effective) + 2.8 X # of indicators rated Developing]*

*Divided by*

*4 X number of indicators observed*

*Multiply that by 10*

*Add all 6 standard points to get Rating total points (points out of 60)*

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

*(No response)*

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

Highly Effective: Overall performance and results exceed standards.	A score is calculated for each domain. The 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. The scores are combined for a total score. A total score of 45-54 is effective.
Developing: Overall performance and results need improvement in order to meet standards.	A score is calculated for each domain. The scores are combined for a total score. A total score of 39-44 is developing.
Ineffective: Overall performance and results do not meet standards.	A score is calculated for each domain. The scores are combined for a total score. A total score of 0-38 is ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	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 Monday, June 18, 2012

Updated Thursday, June 28, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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 Monday, June 18, 2012

Updated Tuesday, August 28, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/143678-Df0w3Xx5v6/11.2 Principal Improvement Plan.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*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.*

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

- (2) the adherence to the Commissioner's regulations, as applicable to such reviews;*
- (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (4) the school district's issuance and/or implementation of the terms of the administrative improvement plan under Education Law §3012-c.*

**PROHIBITION AGAINST MORE THAN ONE APPEAL**

*An administrator may not file multiple appeals regarding the same performance review or instructional 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.*

**BURDEN OF PROOF**

*In an appeal, the administrator has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.*

**TIMEFRAME FOR FILING APPEAL**

*All appeals must be submitted in writing no later than 15 school days of the date when the administrator receives their summative evaluation in writing. If an administrator is challenging the issuance of an administrative improvement plan, appeals must be filed with 15 school days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*

*When filing an appeal, the administrator must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her instructional improvement plan and any additional documents or materials relevant to the appeal. The summative evaluation and/or improvement plan being challenged must also be submitted with the appeal. Any additional information submitted prior to the conclusion of the appeal process shall also be considered.*

**TIMEFRAME FOR DISTRICT RESPONSE**

*Within 15 school days of receipt of an appeal, the school district staff member(s) who issued the summative evaluation or were or are responsible for either the issuance and/or implementation of the terms of the instructional improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any additional information submitted prior to the conclusion of the appeal process shall also be considered. The administrator initiating the appeal shall receive a copy of the response filed by the school district and any and all additional information submitted with the response, at the same time the school district files its response.*

**DECISION-MAKER ON APPEAL**

*A panel consisting of the Superintendent, administrative designee(s) of the Superintendent not involved in the appeal, and a administrative representative determined by the President of the Association shall review and discuss the appeal. A decision shall be rendered by the Superintendent of schools.*

**DECISION**

*A written decision on the merits of the appeal shall be rendered no later than 30 school days from the date upon which the administrator filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.*

*The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the administrator's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or 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.*

**EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE**

*The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to an administrator's summative evaluation and/or instructional improvement plan. An administrator may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.*

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

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

*The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulations. The District will utilize the OCM BOCES Network Team evaluator/lead evaluator training in accordance with SED expectations. Lead evaluator training will include training on:*

- 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;*
- 4) Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the District to evaluate its teachers or principals;*
- 7) Use of the Statewide Instructional Reporting System;*
- 8) 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 or principal's overall rating and their subcomponent ratings; and*
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

*Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher/principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the OCM BOCES Network Team. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the Superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The OCM BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability for evaluators over time.*

## 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

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• Checked

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## 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	Checked
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data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.

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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

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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

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## 12. Joint Certification of APPR Plan

Created Monday, June 18, 2012

Updated Tuesday, August 28, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/143695-3Uqgn5g9Iu/Signature page.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.

## Scoring Range for HEIDI Growth Scores

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
97-100	92-96	86-91	84-85	83	82	81	79-80	77-78	75-76	73-74	70-72	65-69	60-64	55-59	50-54	45-49	40-44	30-39	20-29	0-19

## Scoring Range for HEDI Achievement Scores Grades 4-8

Percent Increase in Levels 3 and 4 from 2012 scores to 2013

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
4.+	3.8-	3.6-	3.4-	3.3	3.2	3.1	3.0	2.9	2.8	2.7	2.5-	2.3-	2.1-	1.9-	1.6-	1.3-	1.0-	0.6-	0.1-	0 or
	4.0	3.7	3.5								2.6	2.4	2.2	2.0	1.8	1.5	1.2	0.9	0.5	negative

## Scoring Ranges for HEDI

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

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

Highly Effective		Effective								Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0		

## Multiple Measures

This section of the evaluation is worth 60 points, which are distributed as follows:

	60 Point Scale
Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

# Onondaga Central School District

## Weighting for the NYSUT Rubric

Knowledge of Students and Student Learning			Knowledge of Content and Instructional Planning			Instructional Practice			Learning Environment			Assessment for Student Learning			Professional Responsibilities and Collaboration			Professional Growth		
1.1a	1.1	1	2.1a	2.1	2	3.1a	3.1	3	4.1a	4.1	4	5.1a	5.1	5	6.1a	6.1	6	7.1a	7.1	7
1.1b			2.1b			3.1b			4.1b			5.1b			6.1b			7.1b		
1.2a	1.2		2.1c			3.1c	4.1c		5.1c			6.1c			7.1c					
1.2b			2.1d	3.2a		4.2a	5.1d		6.1d	7.2a										
1.3a	1.3		2.2a	2.2		3.2b	3.2		4.2b	4.2		5.2a	5.2		6.2a	6.2		7.2b	7.2	
1.3b			2.2b			3.2c			4.2c			5.2b			6.2b			7.3a		
1.4a	1.4		2.2c	2.3		3.2d	3.3		4.3a	4.3		5.2c	5.3		6.2c	6.3		7.3b	7.3	
1.5a			1.5			2.3a			3.3a			4.3b			5.3a			6.3a		
1.5b	2.3b			3.3b		4.3c	5.4a		6.3b	7.4b		7.4								
1.6a	1.6	2.3c	2.4	3.3c	3.4	4.4a	4.4	5.4b	5.4	6.4a	6.4		9	4	1					
		2.4a		3.4a		4.4b		5.5a		6.4b										
10	6	1	2.4b	2.5	3.4b	3.5	4.4c	4	5.5b	5.5	6.4c	6.5	18	5	1					
	2.5a	3.5a	12		4		1		6.5a											
	2.5b	3.5b				6.5b														
	2.6a	2.6	3.6a	3.6		6.5c														
	2.6b		3.6b			6.5d														
	2.6c		3.6c			6.5e														
	2.6d																			

Standards - 7  
 Elements - 36  
 Indicators - 97

I	D	E	H
0	2.8	3.3	4

$$\frac{(4 \times \# \text{ indicators rated HE}) + (3.3 \times \# \text{ indicators rated E}) + (2.8 \times \# \text{ indicators rated D})}{4 \times \# \text{ indicators observed}} \times \# \text{ of points per standard} =$$

Observation	35 points	Standards 1-4
Artifacts	10 points	Standard 5.1-5.4
Student Work	5 points	Standard 5.5
Prof Resp	10 points	Standards 6-7



### Scoring Range for HEDI Scores

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
97-100	92-96	85-91	84	83	82	81	79-80	77-78	74-76	71-73	65-70	64	62-63	60-61	58-59	56-57	54-55	40-53	20-39	0-19

## Scoring Range for HEDI Scores for Administrators

### K-2 – Locally developed assessments

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
97-100	92-96	85-91	84	83	82	81	80	77-79	74-76	71-73	65-70	64	62-63	60-61	58-59	56-57	54-55	40-53	20-39	0-19

### 4-8 State assessments

#### Percent Increase in Levels 3 and 4 from 2012 scores to 2013

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
4.4	3.8-4.0	3.6-3.7	3.4-3.5	3.3	3.2	3.1	3.0	2.9	2.8	2.7	2.5-2.6	2.3-2.4	2.1-2.2	1.9-2.0	1.6-1.8	1.3-1.5	1.0-1.2	0.6-0.9	0.1-0.5	0 or negative

## Scoring Range for HEDI Achievement Scores

### 7-12 Graduation Rate

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
97-100	92-96	85-91	84	83	82	81	80	77-79	74-76	71-73	65-70	64	62-63	60-61	58-59	56-57	54-55	40-53	20-39	0-19

## Scoring Ranges for HEDI

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

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

Highly Effective		Effective								Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0		

## Multiple Measures

This section of the evaluation is worth 60 points, which are distributed as follows:

	60 Point Scale
Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

**Onondaga Central School District  
Teacher Improvement Plan**

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

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

Plan Created by: \_\_\_\_\_

Area of Focus	Success Indicators	Resources to be Provided	Support Personnel	Timeline

# Onondaga Central School District Principal Improvement Plan

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

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

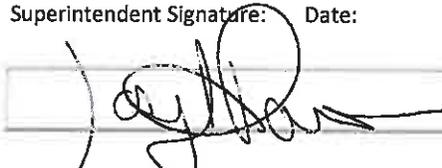
Plan Created by: \_\_\_\_\_

Area of Focus	Success Indicators	Resources to be Provided	Support Personnel	Timeline

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

**Signatures, dates**

Superintendent Signature: Date:

 8/24/12

Teachers Union President Signature: Date: 8/24/2012



Administrative Union President Signature: Date: 8/24/12

Margaret Hart

Board of Education President Signature: Date: 8/24/12

Richard Becker/may