



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

Commissioner of Education  
President of the University of the State of New York  
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August 15, 2014

**Revised**

Dr. Laurence T. Spring, Superintendent  
Schenectady City School District  
108 Education Drive  
Schenectady, NY 12303

Dear Superintendent Spring:

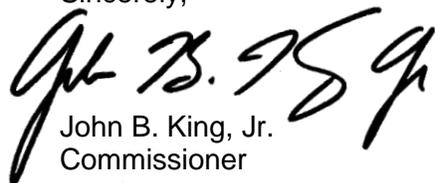
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Charles Dedrick

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, May 29, 2014

## 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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 530600010000

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

530600010000

#### 1.2) School District Name: SCHENECTADY CITY SD

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

SCHENECTADY CITY SD

#### 1.3) Assurances

Please check all of the boxes below:

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

#### 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Wednesday, July 30, 2014

### Page 1

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

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Kindergarten ELA assesment
1	District, regional, or BOCES-developed assessment	Schenectady City School District-developed 1st grade ELA assessment
2	District, regional, or BOCES-developed assessment	Schenectady City School District-developed 2nd grade 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Schenectady City School District-developed 1st grade Math Assessment
2	District, regional, or BOCES-developed assessment	Schenectady City School District-developed 2nd grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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 uploaded document "Measuring and Scoring Growth in Student Learning"
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable

7	District, regional or BOCES-developed assessment	Schenectady City School District-developed 7th grade 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded document "Measuring and Scoring Growth in Student Learning". Grade 6 teacher is common branch and therefore is not applicable.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"

## 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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	Schenectady City School District-developed 7th grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Schenectady City School District-developed 8th grade 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded document "Measuring and Scoring Growth in Student Learning". Grade 6 teacher is common branch and therefore is not applicable.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"

Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"

## 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	Schenectady City School District-developed 9th grade Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"

## 2.7) High School Science Regents Courses

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

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

Science Regents Courses		Assessment
Living Environment	Regents Assessment	Regents assessment

Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"

## 2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded document "Measuring and Scoring Growth in Student Learning"  For students enrolled in an Algebra I Common Core Course, the District will administer both the NYS Integrated and Common Core Algebra Regents exams. The District will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"

Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Schenectady City School District-developed 9th grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Schenectady City School District-developed 10th grade ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive English and/or Common Core English Regents exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded document "Measuring and Scoring Growth in Student Learning"  For students enrolled in an English Common Core Course, the District will administer both the NYS Comprehensive and Common Core English Regents exams. The District will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of

teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Option	Assessment
12th grade English	District, Regional or BOCES-developed	Schenectady City School District-developed 12th Grade English Assessment
Connections	District, Regional or BOCES-developed	Schenectady City School District-developed Connections Assessment
Theory of Knowledge	District, Regional or BOCES-developed	Schenectady City School District-developed Theory of Knowledge Assessment
Statistics	District, Regional or BOCES-developed	Schenectady City School District-developed Statistics Assessment
College Bound Math	District, Regional or BOCES-developed	Schenectady City School District-developed College Bound Math Assessment
Algebra 1B/Geometry	District, Regional or BOCES-developed	Schenectady City School District-developed Algebra 1B/Geometry Assessment
Participation in Government	District, Regional or BOCES-developed	Schenectady City School District-developed Participation in Government Assessment
Economics	District, Regional or BOCES-developed	Schenectady City School District-developed Economics Assessment
Government AP	District, Regional or BOCES-developed	Schenectady City School District-developed Government AP Assessment
20th Century Topics	District, Regional or BOCES-developed	Schenectady City School District-developed 20th Century Topics Assessment
Introduction to Psychology	District, Regional or BOCES-developed	Schenectady City School District-developed Introduction to Psychology Assessment
Criminal Justice	District, Regional or BOCES-developed	Schenectady City School District-developed Criminal Justice Assessment
First Aid/Sports Medicine	District, Regional or BOCES-developed	Schenectady City School District-developed First Aid/Sports Medicine Assessment
Environmental Science	District, Regional or BOCES-developed	Schenectady City School District-developed Environmental Science Assessment
Primary Art	District, Regional or BOCES-developed	Schenectady City School District-developed Primary Art Assessment
Intermediate Art	District, Regional or BOCES-developed	Schenectady City School District-developed Intermediate Art Assessment
Middle-level Art	District, Regional or BOCES-developed	Schenectady City School District-developed Middle-level Art Assessment
Studio in Art	District, Regional or BOCES-developed	Schenectady City School District-developed Studio in Art Assessment
Visual Arts- Basic	District, Regional or BOCES-developed	Schenectady City School District-developed Visual Arts- Basic Assessment
Visual Arts- Advanced	District, Regional or BOCES-developed	Schenectady City School District-developed Visual Arts- Advanced Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded document "Measuring and Scoring Growth in Student Learning"

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)

assets/survey-uploads/12186/1059855-avH4IQNZMh/2.10 State Growth and Comparable Measures All other course .docx

## 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/5364/144608-TXEttx9bQW/2.11) Growth - Teachers.doc

## 2.12) Locally Developed Controls

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

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

Appropriate adjustments will only be made for students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings. Students in these subgroups historically have not performed as well as students not included these subgroups on these assessments. (ELL, SWD and poverty)

Instructional expectations and goals will be held constant for all students, including those students in these three groups. The adjustments will be focused on measuring results following the same general model and approach used by SED, as outlined below.

Teachers do not determine student placement for class roster(s). Student placement in a class is determined based on students' academic, social and emotional needs.

Calculation of Adjustment Factors

The procedure to calculate the adjustment factors for the three subgroups is as follows:

1. Subtract the pre-test score from the post-test score for each student. The scores should be on the same scale, e.g., 0-100%. This is the growth for each student.

2. Calculate the average growth for each of the four groups – poverty, students with disabilities, English as a Second Language, and the students with none of these factors. The table below shows these averages for the example PE data.

Subgroup Count Average Growth

No 318 11.66%

Poverty 1498 11.57%

SWD 240 13.28%

ESL 59 14.92%

3. Sort the subgroups in descending order by average growth. Find the difference in average growth rate from group with the highest growth.

Subgroup Count Average Growth Difference

E 59 14.92% -

D 240 13.28% 1.64%

No 318 11.66% 3.26%

P 1498 11.57% 3.35%

4. Sum the differences and then divide each subgroup difference by the sum. This represents the proportion of the two points added to a student's growth for each subgroup. Finally, each proportion is multiplied by 2. These are the adjustment factors for each subgroup.

Subgroup Count Average Growth Difference Proportion of the 2 points Adjustment Factor

E 59 14.92% - -

D 240 13.28% 1.64% 0.20 0.40

No 318 11.66% 3.26% 0.39 0.78

P 1498 11.57% 3.35% 0.41 0.82

Total 8.31%

5. To adjust a student's score, add the adjustment factor for each of their subgroups to their actual growth as percent of potential. For example, a student with a disability would have 0.40 added to their actual growth as percent of potential. A student with both poverty and disability would have 1.22 added to their actual growth as percent of potential.

In this example, English as a Second Language has the highest growth rate. It is anticipated that for academic scores, students not in any of the subgroups will have the highest growth rate. If this is not the case, then no adjustment will be applied to subgroups with higher average growth.

6. The growth calculation for staff will be performed in a two-pass process:

Pass 1. A growth score will be calculated and converted to HEDI points for each staff member using student SLO Post test scores including the adjustments for subgroups.

Pass 2. A growth score will be calculated and converted to HEDI points for each staff member using student SLO Post test scores excluding the adjustments for subgroups.

Final step. A comparison will be made between the two calculations to ensure that SLO post test score adjustments result in no more than two additional HEDI points for the staff member. In cases where the SLO post test score adjustments results in more than two additional HEDI points, the HEDI growth score for the staff will be limited to a maximum of two additional HEDI points.

7. These controls should be used consistently across all similar groups of students.

## 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://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</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
2.14) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	(No response)
2.14) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, August 04, 2014

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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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 4th Grade ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 5th Grade ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 6th Grade ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 7th Grade ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 8th Grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 4th Grade Math Assessment
5	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 5th Grade Math Assessment
6	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 6th Grade Math Assessment
7	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 7th Grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 8th Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

### 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/12149/1059856-rhJdBgDruP/3.3 Measuring Student Progress toward Proficiency-tchr revised 7.24.2014.r2.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the

administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed Kindergarten ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 1st Grade ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 2nd Grade ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 3rd grade 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.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed Kindergarten Math Assessment
1	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 1st grade Math Assessment
2	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 2nd grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	Schenectady City School District-developed 7th grade Science Assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade Science State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"  Grade 6 teacher is common branch and therefore is not applicable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Not applicable
7	5) District, regional, or BOCES-developed assessments	Schenectady City School District-developed 7th grade Social Studies Assessment
8	5) District, regional, or BOCES-developed assessments	Schenectady City School District-developed 8th grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency".  Grade 6 teacher is common branch and therefore is not applicable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

### 3.8) High School Social Studies

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents Exam
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents Exam
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents Exam
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Integrated and Common Core Algebra Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents Exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"  For students enrolled in Algebra 1 Common Core course, the
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District will administer both the NYS Integrated and Common Core Algebra Regents exams. The District will use the higher of the two scores for APPR purposes.

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

See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

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

See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

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

See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

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

See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES-developed assessments	Schenectady City School District-developed Grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	Schenectady City School District-developed Grade 10 ELA assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Comprehensive and Common Core English Regents Exam

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

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

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

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

See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

For students enrolled in Common Core English course, the District will administer both the NYS Comprehensive and Common Core English Regents exams. The District will use the higher of the two scores for APPR purposes.

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

See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

### 3.12) All Other Courses

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

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

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
12th Grade English	5) District/regional/BOCES–developed	Schenectady City School District-developed 12th Grade English Assessment
Connections	5) District/regional/BOCES–developed	Schenectady City School District-developed Connections Assessment
Theory of Knowledge	5) District/regional/BOCES–developed	Schenectady City School District-developed Theory of Knowledge Assessment
Statistics	5) District/regional/BOCES–developed	Schenectady City School District-developed Statistics Assessment
College Bound Math	5) District/regional/BOCES–developed	Schenectady City School District-developed College Bound Math Assessment
Algebra 1B/Geometry	5) District/regional/BOCES–developed	Schenectady City School District-developed Algebra 1B/Geometry Assessment
Participation in Government	5) District/regional/BOCES–developed	Schenectady City School District-developed Participation in Government Assessment
Economics	5) District/regional/BOCES–developed	Schenectady City School District-developed Economics Assessment
Government AP	5) District/regional/BOCES–developed	Schenectady City School District-developed Government AP Assessment
20th Century Topics	5) District/regional/BOCES–developed	Schenectady City School District-developed 20th Century Topics Assessment
Introduction to Psychology	5) District/regional/BOCES–developed	Schenectady City School District-developed Introduction to Psychology Assessment
Criminal Justice	5) District/regional/BOCES–developed	Schenectady City School District-developed Criminal Justice Assessment
First Aid/Sports Medicine	5) District/regional/BOCES–developed	Schenectady City School District-developed First Aid/Sports Medicine Assessment
Environmental Science	5) District/regional/BOCES–developed	Schenectady City School District-developed Environmental Science Assessment

Primary Art	5) District/regional/BOCES–developed	Schenectady City School District-developed Primary Art Assessment
Intermediate Art	5) District/regional/BOCES–developed	Schenectady City School District-developed Intermediate Art Assessment
Middle-level Art	5) District/regional/BOCES–developed	Schenectady City School District-developed Middle-level Art Assessment
Studio in Art	5) District/regional/BOCES–developed	Schenectady City School District-developed Studio in Art Assessment
Visual Arts- Basic	5) District/regional/BOCES–developed	Schenectady City School District-developed Visual Arts- Basic Assessment
Visual Arts- Advanced	5) District/regional/BOCES–developed	Schenectady City School District-developed Visual Arts- Advanced Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

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)

[assets/survey-uploads/12149/1059856-Rp0Ol6pk1T/Form 3.12\) All other courses.docx](#)

### 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/12149/1059856-y92vNseFa4/3.13 Measuring Student Progress toward Proficiency-Tch 7.24.2014.doc](#)

### 3.14) Locally Developed Controls

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

Appropriate adjustments will only be made for students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings. Students in these subgroups historically have not performed as well as students not included these subgroups on these assessments. (ELL, SWD and poverty)

Instructional expectations and goals will be held constant for all students, including those students in these three groups. The adjustments will be focused on measuring results following the same general model and approach used by SED, as outlined below.

Teachers do not determine student placement for class roster(s). Student placement in a class is determined based on students' academic, social and emotional needs.

#### Calculation of Adjustment Factors

The procedure to calculate the adjustment factors for the three subgroups is as follows:

1. Subtract the pre-test score from the post-test score for each student. The scores should be on the same scale, e.g., 0-100%. This is the growth for each student.

2. Calculate the average growth for each of the four groups – poverty, students with disabilities, English as a Second Language, and the students with none of these factors. The table below shows these averages for the example PE data.

#### Subgroup Count Average Growth

No 318 11.66%  
Poverty 1498 11.57%  
SWD 240 13.28%  
ESL 59 14.92%

3. Sort the subgroups in descending order by average growth. Find the difference in average growth rate from group with the highest growth.

#### Subgroup Count Average Growth Difference

E 59 14.92% -  
D 240 13.28% 1.64%  
No 318 11.66% 3.26%  
P 1498 11.57% 3.35%

4. Sum the differences and then divide each subgroup difference by the sum. This represents the proportion of the two points added to a student's growth for each subgroup. Finally, each proportion is multiplied by 2. These are the adjustment factors for each subgroup.

#### Subgroup Count Average Growth Difference Proportion of the 2 points Adjustment Factor

E 59 14.92% - -  
D 240 13.28% 1.64% 0.20 0.40  
No 318 11.66% 3.26% 0.39 0.78  
P 1498 11.57% 3.35% 0.41 0.82  
Total 8.31%

5. To adjust a student's score, add the adjustment factor for each of their subgroups to their actual growth as percent of their potential. For example, a student with a disability would have 0.40 added to their actual growth as percent of their potential. A student with both poverty and disability would have 1.22 added to their actual growth as percent of their potential.

In this example, English as a Second Language has the highest growth rate. It is anticipated that for academic scores, students not in any of the subgroups will have the highest growth rate. If this is not the case, then no adjustment will be applied to subgroups with higher average growth.

6. The growth calculation for staff will be performed in a two-pass process:

Pass 1. A growth score will be calculated and converted to HEDI points for each staff member using student measure Post test scores including the adjustments for subgroups.

Pass 2. A growth score will be calculated and converted to HEDI points for each staff member using student measure Post test scores excluding the adjustments for subgroups.

Final step. A comparison will be made between the two calculations to ensure that measure's post test score adjustments result in no

more than two additional HEDI points for the staff member. In cases where the measure's post test score adjustments results in more than two additional HEDI points, the HEDI growth score for the staff will be limited to a maximum of two additional HEDI points.

7. These controls should be used consistently across all similar groups of students.

### 3.15) Teachers with More Than One Locally Selected Measure

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

For K-6 teachers with more than one locally-selected measure (ELA and Math), the district will use the district developed pre-test in the fall to determine students' pre-instruction level of proficiency. Students in grades K-3 will take a district-developed post assessment in the spring to determine their post-instruction level of proficiency. For students in grades 4-6, the district will use the results from the Schenectady City School District-developed assessments. The results will be re-scored on a 100 point scale and used to determine students post instruction level of proficiency. (See Table 3.13) The combined ELA and Math results for all students will be used to equally measure the progress of students towards proficiency. Thus a teacher's score will be determined by the combined ELA and Math results for his/her class. (e.g., both ELA and Math scores of students in a second grade class for a 2nd grade teacher, both ELA and Math scores of all the kindergarten students in an Early Childhood Center for the principal, etc.).

For 8-12 grade teachers with more than one locally-selected measure, the district will use the district developed pre-test in the fall to determine students' pre-instruction level of proficiency. Students in courses that do not result in a NYS exam will take a district-developed post assessment at the end of the course to determine their post-instruction level of proficiency. For students in courses that do result in a NYS exam, the district will use the state scaled score to determine students post instruction level of proficiency. (See Table 3.13) Thus a teacher's score will be determined by the combined proficiency results for his/her classes.

Where teachers have more than one locally selected measure, the final HEDI score will be an equally weighted average of all measures. Standard rounding rules will apply.

### 3.16) Assurances

Please check all of the boxes below:

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

3.16) Assurances | Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade. (No response)

3.16) Assurances | Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment. (No response)

# 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013  
Updated Monday, August 04, 2014

## 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.)

4.1) Teacher Practice Rubric   Rubric	NYSUT Teacher Practice Rubric
---------------------------------------	-------------------------------

Second Rubric, if applicable	Not Applicable
------------------------------	----------------

### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

See uploaded document "Process for Assigning Points and Determining H.E.D.I. Ratings"

Teachers, jointly with the lead evaluator, will select elements to focus on during an observation within the 7 standards of the Teacher Evaluation Rubric. All elements for which evidence is observed will be scored. Each of the elements will be scored based on observed evidence on a 4 point scale. )1-Ineffective, 2-Developing, 3-Effective, 4-Highly Effective). The observed evidence is obtained from formal observations, informal observations, and documentation provided by the teacher. The final score for each element will be assigned holistically at the end of the year based on all evidence observed or gathered.

Each score per element will be summed and divided by the total number of elements to yield an average rating. This average rating is used to convert to HEDI points using the document "Process for Assigning Points and Determining HEDI Ratings".

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

assets/survey-uploads/12179/1059857-eka9yMJ855/4.5 Process for Assigning Points & Determining HEDI Rating-Tch revised.7.24.2014doc\_2.doc

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.	Each year, teachers will be rated based on collaboratively selected elements covering each of the NYS Teaching Standards. The ratings for each element will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 3.5-4.0 would result in an overall rating of highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Each year, teachers will be rated based on collaboratively selected elements covering each of the NYS Teaching Standards. The ratings for each element will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 2.5-3.4 would result in an overall rating of effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Each year, teachers will be rated based on collaboratively selected elements covering each of the NYS Teaching Standards. The ratings for each element will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 1.5-2.4 would result in an overall rating of developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Each year, teachers will be rated based on collaboratively selected elements covering each of the NYS Teaching Standards. The ratings for each element will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 1.0-1.4 would result in an overall rating of ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
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

Formal/Long	1
Informal/Short	1
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 Tuesday, April 30, 2013

Updated Thursday, April 03, 2014

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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.

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

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

Where there is no Value-Added measure

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

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, July 24, 2014

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

assets/survey-uploads/12193/1059859-Df0w3Xx5v6/6.2 Teacher Improvement Plans.doc

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### Appeals Process - Teachers

##### A. Teacher Request for Supporting Documents

Within five school days of receipt of the APPR, a teacher may request, in writing, that the administrator issuing the APPR provide to

the teacher a copy of any and all documents and written materials upon which the APPR was based. The authoring administrator shall provide all such documents to the teacher and the Director of Human Resources within five school days of the request. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

## B. Right to Appeal

1.) Only tenured teachers who receive an APPR rating of “ineffective” or “developing” may appeal their APPR through the procedure herein. A teacher may file only one appeal from a single APPR.

2.) Probationary teachers may not file appeals through the procedure established herein, but may file a written rebuttal which shall be attached to the APPR. Probationary teachers only may challenge claims of APPR procedural violations through the contractual grievance procedure.

### A. Filing of Appeal by Tenured Teacher

A tenured teacher may file a written appeal of the APPR within ten school days of the receipt of the requested supporting documents. Any appeal shall be filed with the superintendent of schools.

An appeal of an APPR must be based upon one or more the following grounds:

- a. The substance of the APPR;
- b. The District’s failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law§3012-c and applicable rules and regulations;
- c. The District’s failure to comply with locally negotiated procedures; and
- d. The District’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law§3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why the appealing teacher believes the APPR should be modified.

### B. Review by APPR Appeals Committee

Appeals shall be referred for consideration by the APPR Appeals Committee, a standing committee made up of two tenured administrators from within the District appointed by the superintendent of schools, and two tenured teachers from within the District appointed by the president of the SFT. All members of the committee shall be appointed for a term of three years, and all members shall be required to complete the training required of lead Evaluators under the APPR regulations. The parties agree that in the event the work of the committee would require a member of the committee to consider an appeal from an APPR that the committee member authored, or if a member of the committee wishes to be excused from consideration of any appeal, the appealing teacher shall have the option of either having the appeal considered by a subcommittee of one administrator and one teacher, or having the appeal considered by the remaining members of the committee and a substitute member selected, for that appeal only, by the superintendent of schools, in the event an administrator is excused, or by the president of the SFT, in the event a teacher is excused. While substituting administrators must have completed the training required of lead Evaluators under the APPR regulations, such training shall not be required of substituting teachers.

The APPR Appeals Committee shall convene to consider the appeal within ten school days of the filing of the appeal. The committee shall determine its own rules and procedures, which may be altered as the Committee sees fit as it performs its duties. The committee shall determine, for example, whether to allow committee members to review the documents underlying an APPR prior to the convening of the committee, and whether to invite either the appealing teacher or the authoring administrator, or both, to address or be questioned by the committee.

It shall be the duty of the committee to answer the question, “Has the teacher demonstrated that the APPR should be modified?” In the course of answering this question, the committee may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to modify the APPR.

### C. Determination of Appeal

Upon the conclusion of its consideration of an appeal, each member of the committee shall vote to either to uphold the APPR or modify the APPR. If the committee unanimously agrees on one of these choices, the committee shall give written notice of its decision to the appealing teacher, the president of the SFT and the superintendent of schools, and the decision of the committee shall be final.

In the event the committee is not unanimous in its decision on an appeal, each member of the committee shall write a brief statement

setting forth and explaining his or her recommendation for disposition of the appeal. The committee members' written statements, together with the full record of the appeal, shall then be forwarded to two educators, each of whom shall be jointly selected and jointly appointed by the superintendent of schools and the president of the SFT. The decision of these two educators shall be in writing and will have as attachments all of the committee members' written statements attached thereto. This decision shall be final and there shall be no further appeal available.

A written decision on the merits of the appeal shall be rendered no later than 20 school days from the date upon which the APPR Appeals Committee convenes to consider the appeal. If the decision of the APPR Appeals Committee is not unanimous, the two educators who will make the final decision on the merits of the appeal shall render a written decision no later than 15 school days from the date upon which the full record of the appeal is forwarded to them.

#### D. Exclusivity of Appeal Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. Except as specifically allowed in the Right to Appeal Section B2, there shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal.

All steps in the appeals process will be timely and expeditious in accordance with education law section 3012-c. The time-frame for all appeals is from the time the appeals is issued.

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

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

### TRAINING OF EVALUATORS

The Schenectady City School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial training of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability.

The initial training process began in March 2012 and continues today.

In March 2012 eleven evaluators were trained and certified. All other lead evaluators and evaluators will be trained by a NYSUT certified trainer in week-long training session in July and August 2012. As part of the week-long training, Lead Evaluators and Evaluators will become certified by going through a "calibration" and inter-rater reliability process. The initial training for future evaluators and lead evaluators will be by the same process.

Each year, the lead evaluator and evaluators will attend a day long training in order to be recertified. Each training will include successful training which will result in certification of lead evaluators or recertification of those evaluators already certified.

The superintendent will certify lead evaluators and evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with other area school districts and our BOCES Network Team.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators.

#### Re-Certification and Updated Training

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

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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

Created Tuesday, April 30, 2013

Updated Wednesday, July 30, 2014

## 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.

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

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

K-6
K-8
7-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Early Childhood Centers - PreK-K	District, regional, or BOCES-developed	Schenectady City School District-developed Kindergarten ELA Assessment
Early Childhood Centers - PreK-K	District, regional, or BOCES-developed	Schenectady City School District-developed Kindergarten Math Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	See uploaded document "Measuring and Scoring Growth in Student Learning"
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See uploaded document "Measuring and Scoring Growth in Student Learning"

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/12156/1059860-lha0DogRNw/7 3) Growth - Principals.revised 7.24.2014doc.doc

## 7.4) Special Considerations for Comparable Growth Measures

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

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

Appropriate adjustments will only be made for students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings. Students in these subgroups historically have not performed as well as students not included these subgroups on these assessments. (ELL, SWD and poverty)

Instructional expectations and goals will be held constant for all students, including those students in these three groups. The adjustments will be focused on measuring results following the same general model and approach used by SED, as outlined below.

Student placement in the school is determined by the attendance zone boundaries established by the school district and approved by the Board of Education.

### Calculation of Adjustment Factors

The procedure to calculate the adjustment factors for the three subgroups is as follows:

1. Subtract the pre-test score from the post-test score for each student. The scores should be on the same scale, e.g., 0-100%. This is the growth for each student.

2. Calculate the average growth for each of the four groups – poverty, students with disabilities, English as a Second Language, and the students with none of these factors. The table below shows these averages for the example PE data.

#### Subgroup Count Average Growth

No 318 11.66%  
 Poverty 1498 11.57%  
 SWD 240 13.28%  
 ESL 59 14.92%

3. Sort the subgroups in descending order by average growth. Find the difference in average growth rate from group with the highest growth.

#### Subgroup Count Average Growth Difference

E 59 14.92% -  
 D 240 13.28% 1.64%  
 No 318 11.66% 3.26%  
 P 1498 11.57% 3.35%

4. Sum the differences and then divide each subgroup difference by the sum. This represents the proportion of the two points added to a student's growth for each subgroup. Finally, each proportion is multiplied by 2. These are the adjustment factors for each subgroup.

#### Subgroup Count Average Growth Difference Proportion of the 2 points Adjustment Factor

E 59 14.92% - -

D 240 13.28% 1.64% 0.20 0.40  
 No 318 11.66% 3.26% 0.39 0.78  
 P 1498 11.57% 3.35% 0.41 0.82  
 Total 8.31%

5. To adjust a student’s score, add the adjustment factor for each of their subgroups to their actual growth as percent of potential. For example, a student with a disability would have 0.40 added to their actual growth as percent of potential. A student with both poverty and disability would have 1.22 added to their actual growth as percent of potential.

In this example, English as a Second Language has the highest growth rate. It is anticipated that for academic scores, students not in any of the subgroups will have the highest growth rate. If this is not the case, then no adjustment will be applied to subgroups with higher average growth.

6. The growth calculation for staff will be performed in a two-pass process:

Pass 1. A growth score will be calculated and converted to HEDI points for each staff member using student SLO Post test scores including the adjustments for subgroups.

Pass 2. A growth score will be calculated and converted to HEDI points for each staff member using student SLO Post test scores excluding the adjustments for subgroups.

Final step. A comparison will be made between the two calculations to ensure that SLO post test score adjustments result in no more than two additional HEDI points for the staff member. In cases where the SLO post test score adjustments results in more than two additional HEDI points, the HEDI growth score for the staff will be limited to a maximum of two additional HEDI points.

7. These controls should be used consistently across all similar groups of students.

## 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://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</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
7.6) Assurances -- Comparable Growth Measures   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	(No response)
7.6) Assurances -- Comparable Growth Measures   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, August 04, 2014

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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.

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	Schenectady City School District-developed Grades 4-6 ELA & Math Assessments
K-8	(d) measures used by district for teacher evaluation	Schenectady City School District-developed Grades 4-8 ELA & Math Assessments
7-8	(d) measures used by district for teacher evaluation	Schenectady City School District-developed Grades 7-8 ELA & Math Assessments
9-12	(h) students' progress toward graduation	Schenectady City School District-developed Grade 9 English, Math, Science and Social Studies Course Assessments

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

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

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

grade/subject.

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 )

assets/survey-uploads/12190/1059861-8o9AH60arN/8.1 Measuring Student Progress toward Proficiency-principal revised 7.24.2014.r2.docx

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

(No response)

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup>

grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
PreK-K	(d) measures used by district for teacher evaluation	Schenectady City School District-developed Kindergarten ELA and Math Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "Locally Selected Measure of Student Progress toward Proficiency"

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. \(MS Word\)](#)

assets/survey-uploads/12190/1059861-pi29aiX4bL/8.2-Measuring Student Progress toward Proficiency-Princ.7.24.2014\_1.doc

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

(No response)

### 8.3) Locally Developed Controls

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

Appropriate adjustments will only be made for students with disabilities, English language learners, and students in poverty. Such adjustments are warranted in light of the unusually high percentage of students in each of these groupings. Students in these subgroups historically have not performed as well as students not included these subgroups on these assessments. (ELL, SWD and poverty) Instructional expectations and goals will be held constant for all students, including those students in these three groups. The adjustments will be focused on measuring results following the same general model and approach used by SED, as outlined below.

Students are placed in a school based on attendance zones created by the school district and the adopted/approved by the Board of Education.

#### Calculation of Adjustment Factors

The procedure to calculate the adjustment factors for the three subgroups is as follows:

1. Subtract the pre-test score from the post-test score for each student. The scores should be on the same scale, e.g., 0-100%. This is the growth for each student.
2. Calculate the average growth for each of the four groups – poverty, students with disabilities, English as a Second Language, and the students with none of these factors. The table below shows these averages for the example PE data.

#### Subgroup Count Average Growth

No 318 11.66%  
Poverty 1498 11.57%  
SWD 240 13.28%  
ESL 59 14.92%

3. Sort the subgroups in descending order by average growth. Find the difference in average growth rate from group with the highest growth.

#### Subgroup Count Average Growth Difference

E 59 14.92% -  
D 240 13.28% 1.64%  
No 318 11.66% 3.26%  
P 1498 11.57% 3.35%

4. Sum the differences and then divide each subgroup difference by the sum. This represents the proportion of the two points added to a student's growth for each subgroup. Finally, each proportion is multiplied by 2. These are the adjustment factors for each subgroup.

#### Subgroup Count Average Growth Difference Proportion of the 2 points Adjustment Factor

E 59 14.92% - -  
D 240 13.28% 1.64% 0.20 0.40  
No 318 11.66% 3.26% 0.39 0.78  
P 1498 11.57% 3.35% 0.41 0.82  
Total 8.31%

5. To adjust a student's score, add the adjustment factor for each of their subgroups to their actual growth as percent of the potential. For example, a student with a disability would have 0.40 added to their actual growth as percent of the potential. A student with both poverty and disability would have 1.22 added to their actual growth as percent of the potential.

In this example, English as a Second Language has the highest growth rate. It is anticipated that for academic scores, students not in any of the subgroups will have the highest growth rate. If this is not the case, then no adjustment will be applied to subgroups with higher average growth.

6. The growth calculation for staff will be performed in a two-pass process:

Pass 1. A growth score will be calculated and converted to HEDI points for each principal using student measure's Post test scores including the adjustments for subgroups.

Pass 2. A growth score will be calculated and converted to HEDI points for each principal using student measure's Post test scores excluding the adjustments for subgroups.

Final step. A comparison will be made between the two calculations to ensure that measure's post test score adjustments result in no more than two additional HEDI points for the principal. In cases where the measure's post test score adjustments results in more than two additional HEDI points, the HEDI growth score for the principal will be limited to a maximum of two additional HEDI points.

7. These controls should be used consistently across all similar groups of students.

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

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

For both ELA and Math, students in grades K to 8 will take a district-developed pre-test in the fall to determine their pre-instruction level of proficiency. Students in grades K-8 will take a district-developed post-test in the spring to determine their post-instruction level of proficiency. Based on the specific grade level configuration of the school, the combined ELA and Math results for all of the students in each school will be used equally to measure the progress of students toward proficiency (see Table 8.2). Thus, a principal's score will be determined by the combined ELA and Math results of students in grades K to 8, depending on the specific grade configuration of the school the principal serves.

9-12 principal only has one measure and therefore no process is required.

The combination of the ELA and Math scores will be computed using a simple average. When the average results in a decimal number, the number will be rounded to the nearest integer. If the averaged number results in a higher band, the lower band will be assigned for the principal score.

## 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check
8.5) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	(No response)
8.5) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, June 25, 2014

## 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.

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

See uploaded document "Process for Assigning Points and Determining HEDI Ratings"

Principals will be scored based on evidence from each observed component of the six dimensions on a 4 point scale (0-Ineffective, 2-Developing, 3-Effective, 4-Highly Effective), Observed evidence is obtained from formal and informal observations and evidence collected throughout the year by the principal and/or the lead evaluator. If a single component is observed more than once, the final score will be determined at the annual summative conference holistically based upon the all evidence gathered or observed. The component scores are summed and divided by the total number of components chosen to yield an average rating. This average rating is used to convert HEDI points using the document "Process for Assigning Points and Determining HEDI Ratings".

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

assets/survey-uploads/5143/146016-pMADJ4gk6R/G1 9.7) Assigning Points Principals.doc

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.	Each year, principals will be rated based on the six domains contained in the selected rubric covering the ISLLC Standards. The ratings for each domain will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 3.5-4.0 would result in an overall rating of highly effective.
Effective: Overall performance and results meet standards.	Each year, principals will be rated based on the six domains contained in the selected rubric covering the ISLLC Standards. The ratings for each domain will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 2.5-3.4 would result in an overall rating of effective.

Developing: Overall performance and results need improvement in order to meet standards.	Each year,principals will be rated based on the six domains contained in the selected rubric covering the ISLLC Standards. The ratings for each domain will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 1.5-2.4 would result in an overall rating of developing.
Ineffective: Overall performance and results do not meet standards.	Each year,principals will be rated based on the six domains contained in the selected rubric covering the ISLLC Standards. The ratings for each domain will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 0-1.4 would result in an overall rating of ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	30-56
Ineffective	0-29

## 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 Tuesday, April 30, 2013

Updated Saturday, March 01, 2014

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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.

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

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

Where there is no Value-Added measure

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

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

Highly Effective	59-60
Effective	57-58
Developing	30-56
Ineffective	0-29

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, August 04, 2014

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

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

assets/survey-uploads/12168/1059864-Df0w3Xx5v6/11.2 Principal Improvement Plans.doc

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### 11.3) Appeals Process - Principals

##### A. Right to Appeal

The principal may only appeal an APPR rating of "developing" or "ineffective." A principal may file only one appeal from a single

## APPR.

The principal may only appeal an APPR based upon one or more of the following grounds:

- a. The substance of the APPR;
- b. The District's failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law§3012-c and applicable rules and regulations;
- c. The District's failure to issue and/or implement the terms of the Principal Improvement Plan, where applicable, as required under Education Law§3012-c;
- d. The school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and

An appeal must be submitted in writing within fifteen school days of the receipt of the APPR, not counting any days on which the principal is on vacation. The appeal shall be filed with the superintendent of schools.

The written appeal document must clearly identify the grounds for appeal and shall explain, in detail, why the appealing principal believes the APPR should be modified.

### B. Review by APPR Appeals Committee

Appeals shall be referred for consideration to an APPR Appeals Committee, a committee made up of one member appointed by the superintendent of schools and one tenured administrator from within the District selected by the principal.

The APPR Appeals Committee shall convene to consider the appeal within ten school days of the filing of the appeal. It shall be the duty of the committee to answer the question, "Has the principal demonstrated that the APPR should be modified?" In the course of answering this question, the committee may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to modify the APPR.

### C. Determination of Appeal

Upon the conclusion of its consideration of an appeal, each member of the committee shall vote to either to uphold the APPR or modify the APPR. If the committee unanimously agrees on one of these choices, the committee shall give written notice of its decision to the appealing principal and the superintendent of schools, and the decision of the committee shall be final.

In the event the committee is not unanimous in its decision on an appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal. The committee members' written statements, together with the full record of the appeal, shall then be forwarded to the superintendent of schools, who shall have final authority to resolve the appeal. The superintendent's decision shall be in writing and will have as attachments all of the committee members' written statements attached thereto.

A written decision on the merits of the appeal shall be rendered not later than 30 school days from the date upon which the principal filed his or her written appeal.

### D. Exclusivity of Appeal Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. There shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal.

The foregoing shall not affect the ability of a principal to challenge any aspect of his/her evaluation in a 3020-a proceeding.

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

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

## TRAINING OF EVALUATORS

The Schenectady City School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial training of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and supported essential to maintain the needed level of inter-rater reliability.

Evaluators received initial training by a certified trainer from the Center for Learning June 26th and 27th, 2012. Additional training sessions from the Center for Learning will be conducted during the summer months for at least two days for new evaluators.

The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with other area school districts and our BOCES Network Team.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators.

### Re-Certification and Updated Training

Each year, lead evaluators will attend a one day training for recertification.

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

## 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

---

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, August 14, 2014

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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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/1059865-3Uqgn5g9Iu/Schenectady City School District Certification Form 8.14.14.pdf](assets/survey-uploads/12158/1059865-3Uqgn5g9Iu/Schenectady%20City%20School%20District%20Certification%20Form%208.14.14.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.

**State Growth & Comparable Measures - Form 2.10) All Other Courses - Complete**

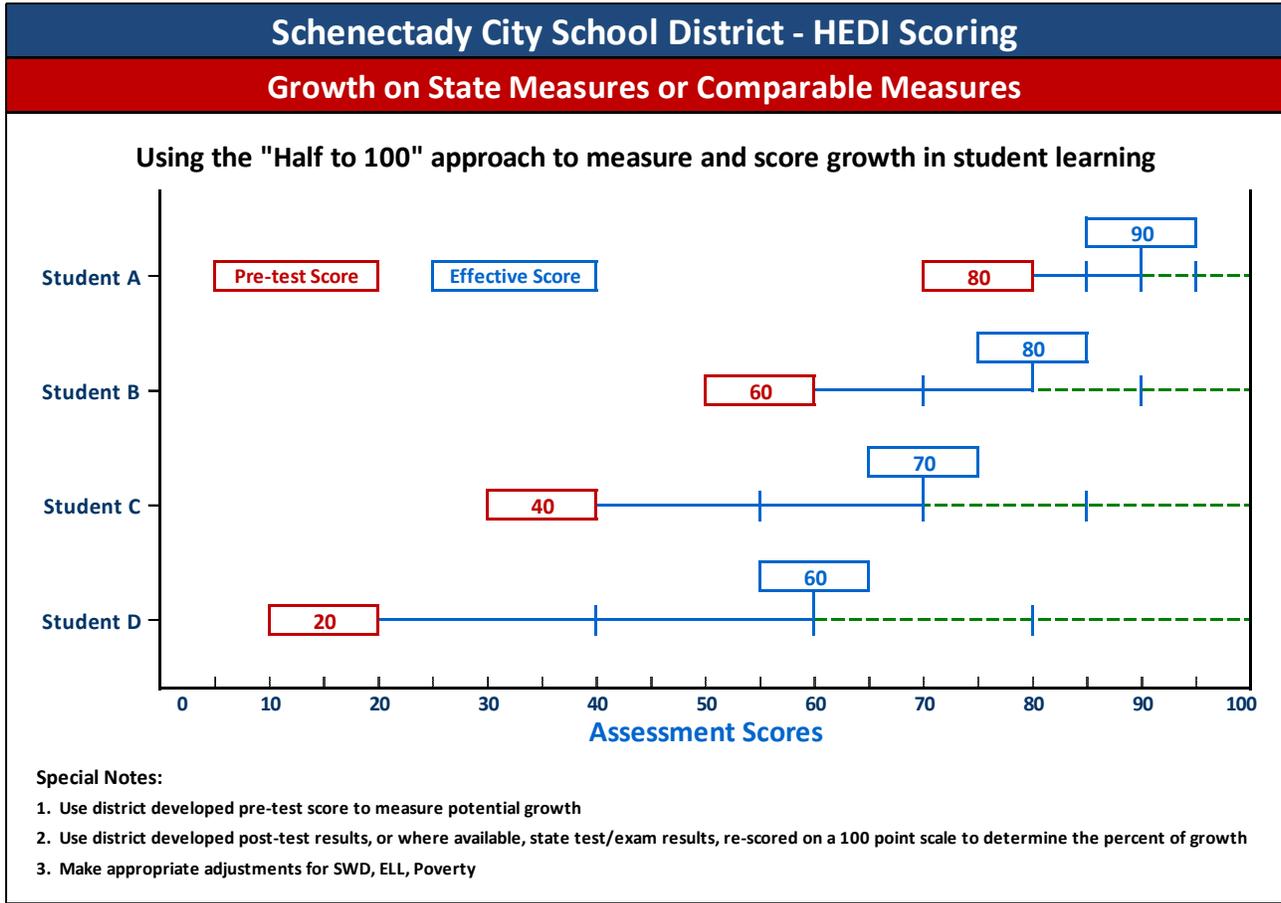
<b>Course(s) or Subject(s)</b>		<b>Option</b>	<b>Assessment</b>
1	12th Grade English	District, Region, or BOCES-developed	Schenectady City School District-developed 12th Grade English Assessment
2	Connections	District, Region, or BOCES-developed	Schenectady City School District-developed Connects Assessment
3	Theory of Knowledge	District, Region, or BOCES-developed	Schenectady City School District-developed Theory of Knowledge Assessment
4	Statistics	District, Region, or BOCES-developed	Schenectady City School District-developed Statistics Assessment
5	College Bound Math	District, Region, or BOCES-developed	Schenectady City School District-developed College Bound Math Assessment
6	Algebra 1B/Geometry	District, Region, or BOCES-developed	Schenectady City School District-developed Algebra 1B/Geometry Assessment
7	Participation in Government	District, Region, or BOCES-developed	Schenectady City School District-developed Participation in Government Assessment
8	Economics	District, Region, or BOCES-developed	Schenectady City School District-developed Economics Assessment
9	Government AP	District, Region, or BOCES-developed	Schenectady City School District-developed Government AP Assessment
10	20th Century Topics	District, Region, or BOCES-developed	Schenectady City School District-developed 20th Century Topics Assessment
11	Introduction to Psychology	District, Region, or BOCES-developed	Schenectady City School District-developed Introduction to Psychology Assessment
12	Criminal Justice	District, Region, or BOCES-developed	Schenectady City School District-developed Criminal Justice Assessment
13	First Aid/Sports Medicine	District, Region, or BOCES-developed	Schenectady City School District-developed First Aid/Sports Medicine Assessment
14	Environmental Science	District, Region, or BOCES-developed	Schenectady City School District-developed Environmental Science
15	Primary Art	District, Region, or BOCES-developed	Schenectady City School District-developed Primary Grades Art Assessment
16	Intermediate Art	District, Region, or BOCES-developed	Schenectady City School District-developed Intermediate Grades Art Assessment
17	Middle Level Art	District, Region, or BOCES-developed	Schenectady City School District-developed Middle Grades Art Assessment
18	Studio in Art	District, Region, or BOCES-developed	Schenectady City School District-developed Studio in Art Assessment
19	High School Visual Arts - Basic	District, Region, or BOCES-developed	Schenectady City School District-developed High School Visual Arts Basic Assessment
20	High School Visual Arts - Advanced	District, Region, or BOCES-developed	Schenectady City School District-developed High School Visual Arts Advanced Assessment
21	Primary Grades General Music	District, Region, or BOCES-developed	Schenectady City School District-developed Primary Grades General Music Assessment

22	Intermediate Grades General Music	District, Region, or BOCES-developed	Schenectady City School District-developed Intermediate Grades General Music Assessment
23	Basic Instrumental Music	District, Region, or BOCES-developed	Schenectady City School District-developed Basic Instrumental Music Assessment
24	Middle Grades General Music	District, Region, or BOCES-developed	Schenectady City School District-developed Middle Grades General Music Assessment
25	High School Vocal Music	District, Region, or BOCES-developed	Schenectady City School District-developed High School Vocal Music Assessment
26	High School Instrumental Music	District, Region, or BOCES-developed	Schenectady City School District-developed High School Instrumental Music Assessment
27	Introduction to Theater	District, Region, or BOCES-developed	Schenectady City School District-developed Introduction to Theater Assessment
28	Introduction to Dance	District, Region, or BOCES-developed	Schenectady City School District-developed Introduction to Dance Assessment
29	Primary Grades Physical Education	District, Region, or BOCES-developed	Schenectady City School District-developed Primary Grades Physical Education Assessment
30	Intermediate Grades Physical Education	District, Region, or BOCES-developed	Schenectady City School District-developed Intermediate Grades Physical Education Assessment
31	Middle Grades Physical Education	District, Region, or BOCES-developed	Schenectady City School District-developed Middle Grades Physical Education Assessment
32	Physical Education 9th Grade	District, Region, or BOCES-developed	Schenectady City School District-developed 9th Grade Physical Education Assessment
33	PE-Level 1	District, Region, or BOCES-developed	Schenectady City School District-developed Level 1 Physical Education Assessment
34	PE-Level 2	District, Region, or BOCES-developed	Schenectady City School District-developed Level 2 Physical Education Assessment
35	PE-Level 3	District, Region, or BOCES-developed	Schenectady City School District-developed Level 3 Physical Education Assessment
36	Grades K-8 - Arabic	District, Region, or BOCES-developed	Schenectady City School District-developed Grades K-8 Arabic Assessment
37	Grades K-8 - Chinese	District, Region, or BOCES-developed	Schenectady City School District-developed Grades K-8 Chinese Assessment
38	Grades K-8 - French	District, Region, or BOCES-developed	Schenectady City School District-developed Grades K-8 French Assessment
39	Grades K-8 - Spanish	District, Region, or BOCES-developed	Schenectady City School District-developed Grades K-8 Spanish Assessment
40	Grades 9-12 - Arabic	District, Region, or BOCES-developed	Schenectady City School District-developed Grades 9-12 Arabic Assessment
41	Grades 9-12 - Chinese	District, Region, or BOCES-developed	Schenectady City School District-developed Grades 9-12 Chinese Assessment
42	Grades 9-12 - French	District, Region, or BOCES-developed	Schenectady City School District-developed Grades 9-12 French Assessment
43	Grades 9-12 - Spanish	District, Region, or BOCES-developed	Schenectady City School District-developed Grades 9-12 Spanish Assessment
44	Middle School Technology	District, Region, or BOCES-developed	Schenectady City School District-developed Middle School Technology Assessment
45	High School Electronics	District, Region, or BOCES-developed	Schenectady City School District-developed High School Electronics Assessment
46	High School Design & Drawing for Production	District, Region, or BOCES-developed	Schenectady City School District-developed High School Design & Drawing for Production Assessment

47	Middle School F.A.C.S.	District, Region, or BOCES-developed	Schenectady City School District-developed Middle Grades Family and Consumer Sciences Assessment
48	High School Child Development	District, Region, or BOCES-developed	Schenectady City School District-developed High School Child Development Assessment
49	High School Food Prep and Nutrition	District, Region, or BOCES-developed	Schenectady City School District-developed High School Food Prep and Nutrition Assessment
50	High School Applied Food Services	District, Region, or BOCES-developed	Schenectady City School District-developed High School Electronics Assessment
51	High School Culinary	District, Region, or BOCES-developed	Schenectady City School District-developed High School Applied Food Services Assessment
52	High School Intro. to Market Management	District, Region, or BOCES-developed	Schenectady City School District-developed High School Intro. To Market Management Assessment
53	High School Intro. to Micro Soft Office	District, Region, or BOCES-developed	Schenectady City School District-developed High School Intro. To Micro Soft Office Assessment
54	High School Business Law	District, Region, or BOCES-developed	Schenectady City School District-developed High School Business Law Assessment
55	High School Human Resources Management	District, Region, or BOCES-developed	Schenectady City School District-developed High School Human Resources Management Assessment
56	High School Sports Management	District, Region, or BOCES-developed	Schenectady City School District-developed High School Sports Management Assessment
57	Health - Middle Grades	District, Region, or BOCES-developed	Schenectady City School District-developed Middle Grades Health Assessment
58	Health - High School	District, Region, or BOCES-developed	Schenectady City School District-developed High School Health Assessment
59	Library - Elementary Level	District, Region, or BOCES-developed	Schenectady City School District-developed Elementary Level Library Assessment
60	Library - Middle Level	District, Region, or BOCES-developed	Schenectady City School District-developed Middle Level Library Assessment
61	Library - High School	District, Region, or BOCES-developed	Schenectady City School District-developed High School Library Assessment
62	Learning Center - Primary	District, Region, or BOCES-developed	Schenectady City School District-developed Primary Grades Learning Center Assessment
63	Learning Center - Intermediate	District, Region, or BOCES-developed	Schenectady City School District-developed Intermediate Grades Learning Center Assessment
64	Learning Center - Middle	District, Region, or BOCES-developed	Schenectady City School District-developed Middle Grades Learning Center Assessment
65	Learning Center - High School	District, Region, or BOCES-developed	Schenectady City School District-developed High School Learning Center Assessment
66	Basic Skills - Primary	District, Region, or BOCES-developed	Schenectady City School District-developed Primary Grades Basic Skills Assessment
67	Basic Skills - Intermediate	District, Region, or BOCES-developed	Schenectady City School District-developed Intermediate Grades Basic Skills Assessment
68	Basic Skills - Middle	District, Region, or BOCES-developed	Schenectady City School District-developed Middle Grades Basic Skills Assessment
69	Basic Skills - High School	District, Region, or BOCES-developed	Schenectady City School District-developed High School Basic Skills Assessment
70	Life Skills - Primary	District, Region, or BOCES-developed	Schenectady City School District-developed Primary Grades Life Skills Assessment

71	Life Skills - Intermediate	District, Region, or BOCES-developed	Schenectady City School District-developed Intermediate Grades Life Skills Assessment
72	Life Skills - Middle	District, Region, or BOCES-developed	Schenectady City School District-developed Middle Grades Life Skills Assessment
73	Life Skills - High School	District, Region, or BOCES-developed	Schenectady City School District-developed High School Life Skills Assessment
74	English Language Learners - Primary	State Assessment	NYSESLAT
75	English Language Learners - Intermediate	State Assessment	NYSESLAT
76	English Language Learners - Middle	State Assessment	NYSESLAT
77	English Language Learners - High School	State Assessment	NYSESLAT

## 2.11) HEDI Tables and Graphics



Student Growth on State Assessments or Comparable Measures																																																															
Measuring and Scoring Growth in Student Learning																																																															
Baseline	A district-developed pre-test will be administered in the fall to establish a baseline score for each student.																																																														
Target	The target for each student is to grow in learning by 50% of the difference between their pre-test score and a score of 100. Student results on a post-instruction test administered in the spring [or where available, results of a state test/exam re-scored on a 100 point scale] will be used to determine a student's percentage of growth. Each student will be assigned a score from 1 to 4 based on their percent of growth - 1 for ineffective; 2 for developing; 3 for effective; or 4 for highly effective. An overall average score will be computed for all of the students included in a designated group (e.g., class, classes, school, etc) and scored as shown in the HEDI scoring section below. In some cases, student scores for more than one subject area will be included in the designated group (e.g., both ELA and Math scores of students in a second grade class for a 2nd grade teacher, both ELA and Math scores of all the kindergarten students in an Early Childhood Center for the principal, etc.).																																																														
HEDI Scoring	<p>Ineffective: 0% to 24% of the difference between the pre-test score and a score of 100            Developing: 25% to 49% of the difference between the pre-test score and a score of 100            Effective: 50% to 74% of the difference between the pre-test score and a score of 100            Highly effective: 75% to 100% of the difference between the pre-test score and a score of 100</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Group Average Score</td> <td>1.0 to 1.1</td> <td>1.2 to 1.3</td> <td>1.4</td> <td>1.5</td> <td>1.6 to 1.7</td> <td>1.8 to 1.9</td> <td>2.0 to 2.1</td> <td>2.2 to 2.3</td> <td>2.4</td> <td>2.5</td> <td>2.6</td> <td>2.7</td> <td>2.8</td> <td>2.9</td> <td>3.0</td> <td>3.1</td> <td>3.2</td> <td>3.3 to 3.4</td> <td>3.5 to 3.6</td> <td>3.7 to 3.8</td> <td>3.9 to 4.0</td> </tr> <tr> <td>Points</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>Rating</td> <td colspan="3">Ineffective</td> <td colspan="6">Developing</td> <td colspan="6">Effective</td> <td colspan="2">Highly Effective</td> </tr> </table>	Group Average Score	1.0 to 1.1	1.2 to 1.3	1.4	1.5	1.6 to 1.7	1.8 to 1.9	2.0 to 2.1	2.2 to 2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3 to 3.4	3.5 to 3.6	3.7 to 3.8	3.9 to 4.0	Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Rating	Ineffective			Developing						Effective						Highly Effective	
Group Average Score	1.0 to 1.1	1.2 to 1.3	1.4	1.5	1.6 to 1.7	1.8 to 1.9	2.0 to 2.1	2.2 to 2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3 to 3.4	3.5 to 3.6	3.7 to 3.8	3.9 to 4.0																																										
Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20																																										
Rating	Ineffective			Developing						Effective						Highly Effective																																															

**Growth on State Measures or Comparable Measures**

**Example of Measuring Student Growth for a Designated Group of 24 Students**

Students	Pre-Test Score	Potential Growth (100 minus Pre-Test)	Post-Test Score*	Actual Growth	Actual Growth as Percent of Potential	H.E.D.I. Scoring of Growth			
						Ineffective 0%-24%	Developing 25%-49%	Effective 50%-74%	High Effective 75%-100%
1	67	33	73	6	18%	1			
2	67	33	92	25	76%				4
3	28	72	80	52	72%			3	
4	33	67	92	59	88%				4
5	25	75	54	29	39%		2		
6	41	59	85	44	75%				4
7	36	64	77	41	64%			3	
8	69	31	90	21	68%			3	
9	38	62	52	14	23%	1			
10	72	28	85	13	46%		2		
11	60	40	67	7	18%	1			
12	33	67	72	39	58%			3	
13	13	87	67	54	62%			3	
14	33	67	80	47	70%			3	
15	31	69	77	46	67%			3	
16	26	74	46	20	27%		2		
17	15	85	62	47	55%			3	
18	41	59	72	31	53%			3	
19	49	51	64	15	29%		2		
20	23	77	72	49	64%			3	
21	36	64	90	54	84%				4
22	51	49	82	31	63%			3	
23	33	67	69	36	54%			3	
24	21	79	62	41	52%			3	
<b>Totals Per Category</b>						<b>3</b>	<b>8</b>	<b>39</b>	<b>16</b>

**Calculations, Points, Rating**

\*Special Note - The post-test score would be from one of two sources:

- 1) A district developed post-test administered in the spring, or
- 2) A student's results on a state test or exam, re-scored on a 100 point scale (e.g. 3rd grade ELA, Algebra 1 Regents Exam, etc.)

Sum of four Categories	66
Number of Students	24
<b>Average HEDI Score</b>	<b>2.8</b>
Points	12
Rating	Effective

20 point scale

### 3.3) HEDI Tables and Graphics

Schenectady City School District - H.E.D.I. Scoring																												
Locally Selected Measure of Student Progress toward Proficiency																												
<div style="border: 1px solid blue; padding: 5px; display: inline-block;">Proficiency</div>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Schenectady</th> </tr> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Scores</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">7</td><td style="text-align: center;">90 to 100</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">80 to 89</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">70 to 79</td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">60 to 69</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">45 to 59</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">30 to 44</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">15 to 29</td></tr> <tr><td style="text-align: center;">0</td><td style="text-align: center;">0 to 14</td></tr> </tbody> </table> <p style="text-align: center; margin-top: 20px;"> <b>The points earned are based on the percent of students in the class who move up at least one level from their pre-test score to their post-test score using the Schenectady scale</b> </p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Calculation:</th> </tr> </thead> <tbody> <tr><td>1. Pre-test is used to determine baseline level for student using score to level chart shown.</td></tr> <tr><td>2. Post-test score is used to determine student's achievement using the district defined score to level chart shown for locally-developed measures.</td></tr> <tr><td>3. One point is earned for each student that increases at least one level in achievement or students who remain in the 7th and 8th octile from pre-test to post-test.</td></tr> <tr><td>4. The total of points earned is divided by the number of students assessed to calculate a percentage.</td></tr> <tr><td>5. This percentage is converted to HEDI points using the conversion table shown.</td></tr> </tbody> </table>	Schenectady		Level	Scores	7	90 to 100	6	80 to 89	5	70 to 79	4	60 to 69	3	45 to 59	2	30 to 44	1	15 to 29	0	0 to 14	Calculation:		1. Pre-test is used to determine baseline level for student using score to level chart shown.	2. Post-test score is used to determine student's achievement using the district defined score to level chart shown for locally-developed measures.	3. One point is earned for each student that increases at least one level in achievement or students who remain in the 7th and 8th octile from pre-test to post-test.	4. The total of points earned is divided by the number of students assessed to calculate a percentage.	5. This percentage is converted to HEDI points using the conversion table shown.
Schenectady																												
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Locally Selected Measure of Student Achievement																																																															
Student Progress toward Proficiency																																																															
Baseline	A district-developed pre-test will be administered in the fall to establish a baseline level of proficiency for each student on an eight level scale of proficiency.																																																														
Target	Target for each student in the class is to advance at least one level on an eight level scale of proficiency. Student results on a post instruction test administered in the spring will be used to determine the number of students meeting this target. The percent of students in the class will be computed and scored as shown in the HEDI scoring section below.																																																														
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15 point scale

### 3.3) HEDI Tables and Graphics

**Schenectady City School District - H.E.D.I. Scoring**

**Locally Selected Measure of Student Progress toward Proficiency**

**Schenectady**

Level	Scores
8	90 to 100
7	80 to 89
6	70 to 79
5	60 to 69
4	45 to 59
3	50 to 64
2	10 to 20
1	0 to 14

**The points earned are based on the percent of students in the class who move up at least one level from their pre-test score to their post-test score using the Schenectady scale**

**Calculation**

1. Pre-test is used to determine baseline level for student using score to level chart above.
2. Post-test score is used to determine student's achievement using the district defined score to level chart shown for locally-developed measures.
3. One point is scored for each student that increases at least one level in achievement or students who remain in the 7th and 8th cells from pre-test to post-test.
4. The total of points scored is divided by the number of students assessed to calculate a percentage.
5. This percentage is converted to HEDI points using the conversion table shown.

Locally Selected Measure of Student Achievement																																																		
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**Form 3.12) All Other Courses**

<b>Course(s) or Subject(s)</b>		<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
1	Primary Grades General Music	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Primary Grades General Music Assessment
2	Intermediate Grades General Music	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Intermediate Grades General Music Assessment
3	Basic Instrumental Music	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Basic Instrumental Music Assessment
4	Middle Grades General Music	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Middle Grades General Music Assessment
5	High School Vocal Music	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Vocal Music Assessment
6	High School Instrumental Music	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Instrumental Music Assessment
7	Introduction to Theater	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Introduction to Theater Assessment
8	Introduction to Dance	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Introduction to Dance Assessment
9	Primary Grades Physical Education	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Primary Grades Physical Education Assessment
10	Intermediate Grades Physical Education	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Intermediate Grades Physical Education Assessment
11	Middle Grades Physical Education	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Middle Grades Physical Education Assessment
12	Physical Education 9th Grade	District, regional, or BOCES-developed assessment	Schenectady City School District-developed 9th Grade Physical Education Assessment
13	PE-Level 1	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Level 1 Physical Education Assessment
14	PE-Level 2	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Level 2 Physical Education Assessment

15	PE-Level 3	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Level 3 Physical Education Assessment
16	Grades K-8 - Arabic	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Grades K-8 Arabic Assessment
17	Grades K-8 - Chinese	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Grades K-8 Chinese Assessment
18	Grades K-8 - French	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Grades K-8 French Assessment
19	Grades K-8 - Spanish	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Grades K-8 Spanish Assessment
20	Grades 9-12 - Arabic	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Grades 9-12 Arabic Assessment
21	Grades 9-12 - Chinese	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Grades 9-12 Chinese Assessment
22	Grades 9-12 - French	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Grades 9-12 French Assessment
23	Grades 9-12 - Spanish	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Grades 9-12 Spanish Assessment
24	Middle School Technology	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Middle School Technology Assessment
25	High School Electronics	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Electronics Assessment
26	High School Design & Drawing for Production	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Design & Drawing for Production Assessment
27	Middle School F.A.C.S.	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Middle Grades Family and Consumer Sciences Assessment
28	High School Child Development	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Child Development Assessment
29	High School Food Prep and Nutrition	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Food Prep and Nutrition Assessment
30	High School Applied Food Services	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Electronics Assessment
31	High School Culinary	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Applied Food Services Assessment

32	High School Intro. to Market Management	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Intro. To Market Management Assessment
33	High School Intro. to Micro Soft Office	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Intro. To Micro Soft Office Assessment
34	High School Business Law	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Business Law Assessment
35	High School Human Resources Management	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Human Resources Management Assessment
36	High School Sports Management	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Sports Management Assessment
37	Health - Middle Grades	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Middle Grades Health Assessment
38	Health - High School	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Health Assessment
39	Library - Elementary Level	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Elementary Level Library Assessment
40	Library - Middle Level	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Middle Level Library Assessment
41	Library - High School	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Library Assessment
42	Learning Center - Primary	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Primary Grades Learning Center Assessment
43	Learning Center - Intermediate	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Intermediate Grades Learning Center Assessment
44	Learning Center - Middle	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Middle Grades Learning Center Assessment
45	Learning Center - High School	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Learning Center Assessment
46	Basic Skills - Primary	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Primary Grades Basic Skills Assessment
47	Basic Skills - Intermediate	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Intermediate Grades Basic Skills Assessment
48	Basic Skills - Middle	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Middle Grades Basic Skills Assessment

49	Basic Skills - High School	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Basic Skills Assessment
50	Life Skills - Primary	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Primary Grades Life Skills Assessment
51	Life Skills - Intermediate	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Intermediate Grades Life Skills Assessment
52	Life Skills - Middle	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Middle Grades Life Skills Assessment
53	Life Skills - High School	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School Life Skills Assessment
54	English Language Learners - Primary	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Primary Grades E.L.L. Assessment
55	English Language Learners - Intermediate	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Intermediate Grades E.L.L. Assessment
56	English Language Learners - Middle	District, regional, or BOCES-developed assessment	Schenectady City School District-developed Middle Grades E.L.L. Assessment
57	English Language Learners - High School	District, regional, or BOCES-developed assessment	Schenectady City School District-developed High School E.L.L. Assessment

### 3.13) HEDI Tables and Graphics

## Schenectady City School District - H.E.D.I. Scoring

### Locally Selected Measure of Student Progress toward Proficiency

#### Schenectady

Level	Scores
8	90 to 100
7	80 to 89
6	70 to 79
5	60 to 69
4	45 to 59
3	30 to 44
2	15 to 29
1	0 to 14

Proficiency

The points earned are based on the percent of students in the class who move up at least one level from their pre-test score to their post-test score using the Schenectady scale

Percent of Students	Points	Rating
If less than 15%	0	Ineffective
If 15% or greater but less than 25%	1 - 2	
If 25% or greater but less than 35%	3 - 5	Developing
If 35% or greater but less than 45%	6 - 8	
If 45% or greater but less than 50%	9 - 11	Effective
If 50% or greater but less than 60%	12 - 14	
If 60% or greater but less than 70%	15 - 17	
If 70% or greater but less than 75%	18 - 19	Highly Effective
If 75% greater	20	

#### Special Notes:

1. Use pre-test score to establish a baseline level for each student
2. Use post-test score level as compared to the baseline to measure progress
3. When possible, make appropriate adjustment for SWD, ELL, Poverty.
4. If a student's pre-test score is within the 7th or 8th octile and remains in that octile for the post-test, the teacher will earn a point for the student's achievement.

## Locally Selected Measure of Student Achievement

### Student Progress toward Proficiency

<b>Baseline</b>	A district-developed pre-test will be administered in the fall to establish a baseline level of proficiency for each student on an eight level scale of proficiency.																																																																																																												
<b>Target</b>	Target for each student in the class is to advance at least one level on an eight level scale of proficiency. Student results on a post instruction test administered in the spring will be used to determine the number of students meeting this target. The percent of students in the class will be computed and scored as shown in the HEDI scoring section below.																																																																																																												
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## 4.5) Process for Assigning Points and Determining HEDI Ratings

<b>Schenectady City School District</b>								
<b>Other Measures of Effectiveness</b>								
<b>New York State Teaching Standards</b>								
<b>Ineffective:</b>	Overall average score of 1.0 to 1.4 on other measures of effectiveness							
<b>Developing:</b>	Overall average score of 1.5 to 2.4 on other measures of effectiveness							
<b>Effective:</b>	Overall average score of 2.5 to 3.4 on other measures of eff							
<b>Highly effective:</b>	Overall average score of 3.5 to 4.0 on other measures of effectiveness							
<b>Class Average Score</b>	<b>1</b>	<b>1.1 to 1.4</b>	<b>1.5 to 1.9</b>	<b>2.0 to 2.4</b>	<b>2.5 to 2.9</b>	<b>3.0 to 3.4</b>	<b>3.5 to 3.7</b>	<b>3.8 to 4.0</b>
<b>Points</b>	<b>0</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>
<b>Rating</b>	<b>Ineffective</b>		<b>Developing</b>		<b>Effective</b>		<b>Highly Effective</b>	

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

### Schenectady City School District

#### Process for Assigning Points and Determining H.E.D.I. Rating

#### Other Measures of Effectiveness

#### New York State Teaching Standards

Average Score	HEDI Score	Points	Rating
If less than 1.1	1	0	Ineffective
If greater than 1.0 but less than 1.5	1.1 to 1.4	54	
If greater than 1.4 but less than 2.0	1.5 to 1.9	55	Developing
If greater than 1.9 but less than 2.5	2.0 to 2.4	56	
If greater than 2.4 but less than 3.0	2.5 to 2.9	57	Effective
If greater than 2.9 but less than 3.5	3.0 to 3.4	58	
If greater than 3.4 but less than 3.8	3.5 to 3.7	59	Highly Effective
If greater than 3.7	3.8 to 4.0	60	

## **6.2) Teacher Improvement Plans**

A TIP must be initiated whenever a teacher receives a rating of developing or ineffective in a year-end evaluation. Both the teacher and administrator will meet for an evaluation conference where the developing or ineffective evaluation is discussed. A TIP is designed by the building principal or designee in collaboration with the teacher and the President of the Schenectady Federation of Teachers or designee. The TIP must be in place no later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. An initial conference is held at the beginning of the school year where the TIP is discussed, signed and dated at the beginning of its implementation.

The teacher must be offered the opportunity for a peer mentor. The teacher will select the mentor, with the approval of the Superintendent and the Federation President. If the teacher cannot decide on a mentor, the Superintendent and the Federation President, or designees, will select a mentor. All dealings between the mentor and the teacher will be confidential. The mentor and the teacher will collaborate during the first quarter. During that time, the teacher will be observed by designated members of the administrative team who will concentrate on observing and evaluating goals identified in the TIP. A member of the administrative team will meet with the teacher in a timely manner (within 3 school days) to discuss the observations. Written observation summaries will be provided (within 7 school days) and must be signed by both parties. The teacher will have the right to respond to observation summaries and responses will be attached.

After the first quarter of teacher/mentor collaboration, the administration will assess the effectiveness of the intervention and the level of improvement. Based on that assessment, the TIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the TIP goals are met, it will terminate. The culmination of the TIP will be communicated in writing to the teacher and signed by both parties. If the teacher is again rated as developing or ineffective, a new plan will be developed by the teacher and the building principal in collaboration with the Association for the next school year.

Also at the end of the school year in which a TIP was in place, the administration shall provide the teacher with a summative evaluation for the school year which includes an APPR rating of highly effective, effective, developing or ineffective. The teacher upon receiving this summative year end APPR rating shall have the appeal rights accorded under the APPR Plan.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety. No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated. No disciplinary action shall be taken by the District against a teacher predicated on an ineffective rating who has met the performance expectations set by a TIP; however, nothing shall be construed to restrict or limit the district's right to deny tenure, or to otherwise terminate a probationary teacher, in compliance with law and the collective bargaining agreement.

**The TIP must consist of the following components:**

- I. **Specific Areas for Improvement:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the Plan.
- II. **Expected Outcomes:** Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic achievable activities for the teacher.
- III. **Resources:** Identify specific resources and support systems available to assist the teacher to improve performance. Examples: colleagues; coaching; role playing activities; visitations; courses; workshops; peer visits; materials; etc.
- IV. **Responsibilities:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the teacher throughout the Plan. Examples: classroom observations of the teacher; supervisory conferences between the teacher and administrator(s); written reports and/or evaluations, etc.
- V. **Evidence of Achievement:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. **Timeline:** Provide a specific timeline for implementation of the various components for the TIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

## **SAMPLE COMPONENTS OF A TEACHER IMPROVEMENT PLAN**

### **I. TARGETED GOALS: AREAS FOR IMPROVEMENT**

1. Instructional Planning
2. Student Assessment
3. Classroom Management
4. Fulfillment of Professional Responsibilities
  - A. Attendance
  - B. Communication with colleagues/administration
  - C. Communication with home

### **II. EXPECTED OUTCOMES**

List of specific expectations related to targeted goals is identified in Section 1.

### **III. RECOMMENDED ACTIVITIES**

List of specific activities related to targeted goals identified in Section 1

1. Observe colleagues identified by Principal
2. Attend Workshops related to targeted goals
3. Meeting with designated members of administrative team on a defined scheduled

**III. RECOMMENDED RESOURCES**

1. Identify the lead evaluator who has oversight of the TIP
2. List specific materials, people, workshop to be used to support the TIP
3. Identify the instrument or rubrics used to monitor progress

**IV. EVIDENCE OF ACHIEVEMENT**

1. Identify how progress will be measured and assessed.
2. Specify next steps to be taken based upon progress or lack thereof.

**V. TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES**

1. Identify dates for classroom observations consistent with APPR Plan
2. Identify dates for progress meetings with administrators related to each identified targeted goal
3. Identify dates for quarterly assessment of overall progress

**Tier 1**  
**Focused Teacher Improvement Plan**

Teacher's Name: \_\_\_\_\_

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

Building: \_\_\_\_\_

Reason for TIP: \_\_\_\_\_

Targeted Goals/ Areas of Improvement	Expected Outcomes	Recommended Resources	Responsibilities: Teacher & Admin	Evidence of Achievement	Timeline

**Progress:**

Targeted Goals Areas of Improvement	Expected Outcomes	Recommended Resources	Responsibilities: Teacher & Admin	Evidence of Achievement	Timeline

**Progress:**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

This section is to be completed at the end of the TIP cycle.

Teacher Reflection:

1. Did you meet your goals(s)? How do you know?
  
  
  
  
  
  
  
  
  
  
2. What steps or strategies were most effective in your practice? In what way did they benefit your students?
  
  
  
  
  
  
  
  
  
  
3. What would you have changed or done differently in this action plan?

Administrator Reflection:

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Tier 2**  
**General Teacher Improvement Plan**

Teacher's Name: \_\_\_\_\_

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

Building: \_\_\_\_\_

Reason for TIP: \_\_\_\_\_

<b>Targeted Goals/ Areas of Improvement</b>	<b>Expected Outcomes</b>	<b>Recommended Resources</b>	<b>Responsibilities: Teacher &amp; Admin</b>	<b>Evidence of Achievement</b>	<b>Timeline</b>
State and Local Test Scores	Increased Student Achievement	Professional Development: <ul style="list-style-type: none"> <li>- CCLS – Math</li> <li>- CCLS – Reading/ Interventions</li> <li>- CCLS – ELA</li> <li>- Literacy across the content area</li> <li>- Other throughout the school year</li> </ul>	Teacher: Attend Professional Development Offerings  Admin: Support PD opportunities	Increased student achievement on Interim and benchmark assessments and improved HEDI score.	2013-2014 school year
<b>Progress:</b>					

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

### 7.3) HEDI Tables and Graphics

**Schenectady City School District - H.E.D.I. Scoring**  
**Measuring and Scoring Growth in Student Learning**

**"Half to 100"**

**Scoring Students - Computing Average Score - Assigning Points to Teacher**

Percent of Growth Attained	HEDI/Student	Average	Points	Rating
If growth is less than 25%	1	1.0 to 1.4	0 - 2	Ineffective
If 25% or greater but less than 50%	2	1.5 to 2.4	3 - 8	Developing
If 50% or greater but less than 75%	3	2.5 to 3.4	9 - 17	Effective
If 75% or greater	4	3.5 to 4.0	18 - 20	Highly Effective

**Special Notes:**

1. Subtract a student's pre-test score from 100 to determine the maximum potential growth for that student
2. The target growth for an Effective rating is one half of the potential
3. Use post-test results (state test, when available) to determine the actual percent of growth
4. Make appropriate adjustments for SWD, ELL, Poverty

Principals

**Student Growth on State Assessments or Comparable Measures**  
**Measuring and Scoring Growth in Student Learning**

<b>Baseline</b>	A district-developed pre-test will be administered in the fall to establish a baseline score for each student.																																																														
<b>Target</b>	The target for each student to grow in learning by 50% of the different between their pre-test score and a score of 100. Student results on a post-instruction test administered in the spring (or where available, results of a state test/exam re-scored on a 100 point scale) will be used to determine a student's percentage growth. Each student will be assigned a score from 1 to 4 based on their percent of growth - 1 for ineffective; 2 for developing ; 3 for effective; or 4 for highly effective. An overall average score will be computed for all students included in each measure. Each measure will be weighted proportionately and combined by student population.																																																														
<b>HEDI Scoring</b>	<p>Ineffective: 0% to 24% of the difference between the pre-test score and a score of 100            Developing: 25% to 49% of the difference between the pre-test score and a score of 100            Effective: 50% to 74% of the difference between the pre-test score and a score of 100            Highly effective: 75% to 100% of the difference between the pre-test score and a score of 100</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Class Average Score</td> <td>1.0 to 1.1</td> <td>1.2 to 1.3</td> <td>1.4</td> <td>1.5</td> <td>1.6 to 1.7</td> <td>1.8 to 1.9</td> <td>2.0 to 2.1</td> <td>2.2 to 2.3</td> <td>2.4</td> <td>2.5</td> <td>2.6</td> <td>2.7</td> <td>2.8</td> <td>2.9</td> <td>3.0</td> <td>3.1</td> <td>3.2</td> <td>3.3 to 3.4</td> <td>3.5 to 3.6</td> <td>3.7 to 3.8</td> <td>3.9 to 4.0</td> </tr> <tr> <td>Points</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr> <td>Rating</td> <td colspan="3">Ineffective</td> <td colspan="5">Developing</td> <td colspan="6">Effective</td> <td colspan="3">Highly Effective</td> </tr> </table>	Class Average Score	1.0 to 1.1	1.2 to 1.3	1.4	1.5	1.6 to 1.7	1.8 to 1.9	2.0 to 2.1	2.2 to 2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3 to 3.4	3.5 to 3.6	3.7 to 3.8	3.9 to 4.0	Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Rating	Ineffective			Developing					Effective						Highly Effective		
Class Average Score	1.0 to 1.1	1.2 to 1.3	1.4	1.5	1.6 to 1.7	1.8 to 1.9	2.0 to 2.1	2.2 to 2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3 to 3.4	3.5 to 3.6	3.7 to 3.8	3.9 to 4.0																																										
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Rating	Ineffective			Developing					Effective						Highly Effective																																																

## Growth on State Measures or Comparable Measures

### Example of Measuring Student Growth for a Designated Group of 24 Students

Students	Pre-Test Score	Potential Growth (100 minus Pre-Test)	Post-Test Score*	Actual Growth	Actual Growth as Percent of Potential	H.E.D.I. Scoring of Growth			
						Ineffective 0%-24%	Developing 25%-49%	Effective 50%-74%	High Effective 75%-100%
1	67	33	73	6	18%	1			
2	67	33	92	25	76%				4
3	28	72	80	52	72%			3	
4	33	67	92	59	88%				4
5	25	75	54	29	39%		2		
6	41	59	85	44	75%				4
7	36	64	77	41	64%			3	
8	69	31	90	21	68%			3	
9	38	62	52	14	23%	1			
10	72	28	85	13	46%		2		
11	60	40	67	7	18%	1			
12	33	67	72	39	58%			3	
13	13	87	67	54	62%			3	
14	33	67	80	47	70%			3	
15	31	69	77	46	67%			3	
16	26	74	46	20	27%		2		
17	15	85	62	47	55%			3	
18	41	59	72	31	53%			3	
19	49	51	64	15	29%		2		
20	23	77	72	49	64%			3	
21	36	64	90	54	84%				4
22	51	49	82	31	63%			3	
23	33	67	69	36	54%			3	
24	21	79	62	41	52%			3	
<b>Totals Per Category</b>						<b>3</b>	<b>8</b>	<b>39</b>	<b>16</b>

#### Calculations, Points, Rating

Sum of four Categories	66
Number of Students	24
<b>Average HEDI Score</b>	<b>2.8</b>
Points	12
Rating	Effective

**For the Principals of Early Childhood Centers, both ELA and Math pre-test and post-test scores for all of the Kindergarten students in the school would be included in the list above and calculations shown herein**

# 20 point scale

1. The following is only for use with grade configuration kindergarten through 8<sup>th</sup> grade:

8.1) HEDI Tables and Graphics																			
Schenectady City School District - H.E.D.I. Scoring																			
Locally Selected Measure of Student Progress toward Proficiency																			
<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="2">Schenectady Level Scores</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">8</td><td style="text-align: center;">90 to 100</td></tr> <tr><td style="text-align: center;">7</td><td style="text-align: center;">80 to 89</td></tr> <tr><td style="text-align: center;">6</td><td style="text-align: center;">70 to 79</td></tr> <tr><td style="text-align: center;">5</td><td style="text-align: center;">60 to 69</td></tr> <tr style="border: 2px solid blue;"><td style="text-align: center;">4</td><td style="text-align: center;">45 to 59</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">30 to 44</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">15 to 29</td></tr> <tr><td style="text-align: center;">1</td><td style="text-align: center;">0 to 14</td></tr> </tbody> </table>	Schenectady Level Scores		8	90 to 100	7	80 to 89	6	70 to 79	5	60 to 69	4	45 to 59	3	30 to 44	2	15 to 29	1	0 to 14	<p style="text-align: center;"><b>The points earned are based on the percent of students in the school who move up at least one level from their pre-test score to their post-test score using the Schenectady scale</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Calculation:</b></p> <ol style="list-style-type: none"> <li>1. Pre-test score is used to determine baseline level for student using the score to level shown.</li> <li>2. Post-test score is used to determine student's achievement using the district defined score to level chart shown for locally developed measure.</li> <li>3. One point is earned for each student that increases at least one level in achievement or students who remains in the 7th or 8th octile from pre-test to post-test.</li> <li>4. The total of points earned is divided by the number of students assessed to calculate a percentage.</li> <li>5. This percentage is converted to HEDI points using the conversion table shown below.</li> </ol> </div>
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Principals

Locally Selected Measure of Student Achievement																																																															
Student Progress toward Proficiency																																																															
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<b>Target</b>	Target for each student in the school is to advance at least one level on an eight level scale of proficiency. Student results on a post instruction test administered in the spring will be used to determine the number of students meeting this target. The percent of students in the school will be computed and scored as shown in the HEDI scoring section below.																																																														
<b>HEDI Scoring</b>	<p>Ineffective: 0% to 24% of the students in the school advancing at least one level on the eight level scale of proficiency            Developing: 25% to 44% of the students in the school advancing at least one level on the eight level scale of proficiency            Effective: 45% to 69% of the students in the school advancing at least one level on the eight level scale of proficiency            Highly effective: 70% to 100% of the students in the school advancing at least one level on the eight level scale of proficiency</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="font-size: small;">Percent of Students Advancing</td> <td>0% to 14%</td> <td>15% to 19%</td> <td>20% to 24%</td> <td>25% to 27%</td> <td>28% to 31%</td> <td>32% to 34%</td> <td>35% to 37%</td> <td>38% to 41%</td> <td>42% to 44%</td> <td>45%</td> <td>46% to 47%</td> <td>48% to 49%</td> <td>50% to 52%</td> <td>53% to 56%</td> <td>57% to 59%</td> <td>60% to 62%</td> <td>63% to 66%</td> <td>67% to 69%</td> <td>70% to 72%</td> <td>73% to 74%</td> <td>75% and over</td> </tr> <tr style="background-color: #003366; color: white;"> <td style="font-size: small;">Points</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> </tr> <tr style="background-color: #8B4513; color: white;"> <td style="font-size: small;">Rating</td> <td colspan="3">Ineffective</td> <td colspan="6">Developing</td> <td colspan="6">Effective</td> <td colspan="2">Highly Effective</td> </tr> </table>	Percent of Students Advancing	0% to 14%	15% to 19%	20% to 24%	25% to 27%	28% to 31%	32% to 34%	35% to 37%	38% to 41%	42% to 44%	45%	46% to 47%	48% to 49%	50% to 52%	53% to 56%	57% to 59%	60% to 62%	63% to 66%	67% to 69%	70% to 72%	73% to 74%	75% and over	Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Rating	Ineffective			Developing						Effective						Highly Effective	
Percent of Students Advancing	0% to 14%	15% to 19%	20% to 24%	25% to 27%	28% to 31%	32% to 34%	35% to 37%	38% to 41%	42% to 44%	45%	46% to 47%	48% to 49%	50% to 52%	53% to 56%	57% to 59%	60% to 62%	63% to 66%	67% to 69%	70% to 72%	73% to 74%	75% and over																																										
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Rating	Ineffective			Developing						Effective						Highly Effective																																															

# 15 point scale

## 8.1) HEDI Tables and Graphics

### Schenectady City School District - H.E.D.I. Scoring

#### Locally Selected Measure of Student Progress toward Proficiency

Schenectady  
Level Scores

8	90 to 100
7	80 to 89
6	70 to 79
5	60 to 69
4	45 to 59
3	30 to 44
2	15 to 29
1	0 to 14

Proficiency

The points earned are based on the percent of students in the school who move up at least one level from their pre-test score to their post-test score using the Schenectady scale

#### Calculation:

1. Pre-test score is used to determine baseline level for student using the score to level shown.
2. Post-test score is used to determine student's achievement using the district defined score to level chart shown for locally developed measure.
3. One point is earned for each student that increases at least one level in achievement or students who remains in the 7th or 8th octile from pre-test to post-test.
4. The total of points earned is divided by the number of students assessed to calculate a percentage.
5. This percentage is converted to HEDI points using the conversion table shown below.

Principals

Locally Selected Measure of Student Achievement																																																		
Student Progress toward Proficiency																																																		
Baseline	A district-developed pre-test will be administered in the fall to establish a baseline level of proficiency for each student on an eight level scale of proficiency.																																																	
Target	Target for each student in the class is to advance at least one level on an eight level scale of proficiency. Student results on a post instruction test administered in the spring will be used to determine the number of students meeting this target. The percent of students in the class will be computed and scored as shown in the HEDI scoring section below.																																																	
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Rating	Ineffective			Developing				Effective					Highly Effective																																					

**2. The following is only for use with grade configuration 9-12: *Students' progress toward graduation in the school using strong predictive indicators***

Measure the percentage increase of 9<sup>th</sup> grade students successfully passing (65%) and earning credits in the core courses of English, Math, Science, and Social Studies courses from the prior June's baseline to the results of the current June's results.

20 point Scale		
Level	Percent Increase	Points
Ineffective	.0% to .9%	0-2
Developing	1.0% to 1.9%	3-8
Effective	2.0% to 2.9%	9-17
Highly Effective	3.0% and higher	18-20

	0.0 to 0.2	0.3 to 0.6	0.7 to 0.9	1.0 to 1.1	1.2 to 1.2	1.3 to 1.4	1.5 to 1.6	1.7 to 1.7	1.8 to 1.9	2.0 to 2.0	2.1 to 2.1	2.2 to 2.2	2.3 to 2.3	2.4 to 2.5	2.6 to 2.6	2.7 to 2.7	2.8 to 2.8	2.9 to 2.9	3.0 to 3.2	3.3 to 3.6	3.7 and above
Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Rating	Ineffective		Developing						Effective							Highly Effective					

15 point Scale		
Level	Percent Increase	Points
Ineffective	.0% to .9%	0-2
Developing	1.0% to 1.9%	3-7
Effective	2.0% to 2.9%	8-13
Highly Effective	3.0% and higher	14-15

	0.0 to 0.2	0.3 to 0.6	0.7 to 0.9	1.0 to 1.1	1.2 to 1.3	1.4 to 1.5	1.6 to 1.7	1.8 to 1.9	2.0 to 2.1	2.2 to 2.2	2.3 to 2.4	2.5 to 2.6	2.7 to 2.7	2.8 to 2.9	3.0 to 3.4	3.5 and above
Points	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rating	Ineffective			Developing				Effective					Highly			

The following is only for use with grade configurations Pre-K-K: Student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

## 8.2) HEDI Tables and Graphics

Schenectady City School District - H.E.D.I. Scoring																																												
Locally Selected Measure of Student Progress toward Proficiency																																												
<p style="text-align: center;"><b>Schenectady</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Level</th> <th>Scores</th> </tr> </thead> <tbody> <tr><td>8</td><td>90 to 100</td></tr> <tr><td>7</td><td>80 to 89</td></tr> <tr><td>6</td><td>70 to 79</td></tr> <tr><td>5</td><td>60 to 69</td></tr> <tr style="border: 2px solid blue;"><td>4</td><td>45 to 59</td></tr> <tr><td>3</td><td>30 to 44</td></tr> <tr><td>2</td><td>15 to 29</td></tr> <tr><td>1</td><td>0 to 14</td></tr> </tbody> </table> <p style="margin-left: 20px; color: blue;">Proficiency</p>	Level	Scores	8	90 to 100	7	80 to 89	6	70 to 79	5	60 to 69	4	45 to 59	3	30 to 44	2	15 to 29	1	0 to 14	<p style="text-align: center;"><b>The points earned are based on the percent of students in the school who move up at least one level from their pre-test score to their post-test score using the Schenectady scale</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Percent of Students</th> <th>Points</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>If less than 15%</td> <td style="text-align: center;">0</td> <td rowspan="2" style="text-align: center; color: green;">Ineffective</td> </tr> <tr> <td>If 15% or greater but less than 25%</td> <td style="text-align: center;">1 - 2</td> </tr> <tr> <td>If 25% or greater but less than 35%</td> <td style="text-align: center;">3 - 5</td> <td rowspan="2" style="text-align: center; color: green;">Developing</td> </tr> <tr> <td>If 35% or greater but less than 45%</td> <td style="text-align: center;">6 - 8</td> </tr> <tr> <td>If 45% or greater but less than 50%</td> <td style="text-align: center;">9 - 11</td> <td rowspan="3" style="text-align: center; color: green;">Effective</td> </tr> <tr> <td>If 50% or greater but less than 60%</td> <td style="text-align: center;">12 - 14</td> </tr> <tr> <td>If 60% or greater but less than 70%</td> <td style="text-align: center;">15 - 17</td> </tr> <tr> <td>If 70% or greater but less than 75%</td> <td style="text-align: center;">18 - 19</td> <td rowspan="2" style="text-align: center; color: green;">Highly Effective</td> </tr> <tr> <td>If 75% greater</td> <td style="text-align: center;">20</td> </tr> </tbody> </table> <p><b>Special Notes:</b></p> <ol style="list-style-type: none"> <li>Use pre-test score to establish a baseline level for each student</li> <li>Use post-test score level as compared to the baseline to measure progress</li> <li>When possible, make appropriate adjustments for SWD, ELL, Poverty</li> <li>If a student's pre-test score is within the 7th or 8th octile and remains in that octile for the post test, the principal will earn a point for the student's achievement.</li> </ol>	Percent of Students	Points	Rating	If less than 15%	0	Ineffective	If 15% or greater but less than 25%	1 - 2	If 25% or greater but less than 35%	3 - 5	Developing	If 35% or greater but less than 45%	6 - 8	If 45% or greater but less than 50%	9 - 11	Effective	If 50% or greater but less than 60%	12 - 14	If 60% or greater but less than 70%	15 - 17	If 70% or greater but less than 75%	18 - 19	Highly Effective	If 75% greater	20
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Principals

Locally Selected Measure of Student Achievement																																																																																						
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<b>Baseline</b>	A district-developed pre-test will be administered in the fall to establish a baseline level of proficiency for each student on an eight level scale of proficiency.																																																																																					
<b>Target</b>	Target for each student in the school is to advance at least one level on an eight level scale of proficiency. Student results on a post instruction test administered in the spring will be used to determine the number of students meeting this target. The percent of students in the school will be computed and scored as shown in the HEDI scoring section below.																																																																																					
<b>HEDI Scoring</b>	<p>Ineffective: 0% to 24% of the students in the school advancing at least one level on the eight level scale of proficiency            Developing: 25% to 44% of the students in the school advancing at least one level on the eight level scale of proficiency            Effective: 45% to 69% of the students in the school advancing at least one level on the eight level scale of proficiency            Highly effective: 70% to 100% of the students in the school advancing at least one level on the eight level scale of proficiency</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>Percent of Students Advancing</th> <th>0%</th><th>15%</th><th>20%</th><th>25%</th><th>28%</th><th>32%</th><th>35%</th><th>38%</th><th>42%</th><th>45%</th><th>46%</th><th>48%</th><th>50%</th><th>53%</th><th>57%</th><th>60%</th><th>63%</th><th>67%</th><th>70%</th><th>73%</th><th>75% and over</th> </tr> </thead> <tbody> <tr> <td></td> <td>14%</td><td>19%</td><td>24%</td><td>27%</td><td>31%</td><td>34%</td><td>37%</td><td>41%</td><td>44%</td><td></td><td>47%</td><td>49%</td><td>52%</td><td>56%</td><td>59%</td><td>62%</td><td>66%</td><td>69%</td><td>72%</td><td>74%</td><td></td> </tr> <tr> <td><b>Points</b></td> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td> </tr> <tr style="background-color: #8B4513; color: white;"> <td><b>Rating</b></td> <td colspan="3">Ineffective</td> <td colspan="7">Developing</td> <td colspan="6">Effective</td> <td colspan="2">Highly Effective</td> </tr> </tbody> </table>	Percent of Students Advancing	0%	15%	20%	25%	28%	32%	35%	38%	42%	45%	46%	48%	50%	53%	57%	60%	63%	67%	70%	73%	75% and over		14%	19%	24%	27%	31%	34%	37%	41%	44%		47%	49%	52%	56%	59%	62%	66%	69%	72%	74%		<b>Points</b>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	<b>Rating</b>	Ineffective			Developing							Effective						Highly Effective	
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## 9.7) Process for Assigning Points and Determining HEDI Ratings

<b>Schenectady City School District</b>											
<b>Other Measures of Effectiveness</b>											
<b>Multidimensional Principal Performance Rubric</b>											
Ineffective:	Overall average score of .0 to 1.4 on other measures of effectiveness										
Developing:	Overall average score of 1.5 to 2.4 on other measures of effectiveness										
Effective:	Overall average score of 2.5 to 3.4 on other measures of effect										
Highly effective:	Overall average score of 3.5 to 4.0 on other measures of effectiveness										
Average HEDI Score	.0 to 1.0	1.1 to 1.4	1.5 to 1.6	1.7 to 1.8	1.9 to 2.0	2.1 to 2.2	2.3 to 2.4	2.5 to 2.9	3.0 to 3.4	3.5 to 3.7	3.8 to 4.0
Points	0	29	30	37	44	51	56	57	58	59	60
Rating	Ineffective	Developing					Effective		Highly Effective		

## **11.2) Principal Improvement Plans**

A Principal Improvement Plan (PIP) must be initiated whenever the principal receives a rating of *developing or ineffective* in a year-end evaluation. Both the principal and superintendent, or designee will meet for an evaluation conference where the developing or ineffective evaluation is discussed.

A PIP is designed by the superintendent or designee in collaboration with the principal. The PIP must be in place no later than September 10 of the following year. An initial conference is held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

The principal must be offered the opportunity for a peer mentor. The principal will select the mentor, with the approval of the Superintendent. If the principal cannot decide on a mentor, the Superintendent or designee will select a mentor. All dealings between the mentor and the principal will be confidential. The mentor and the principal will collaborate during the first quarter. During that time, the principal will be observed at least once per quarter by members of the administrative team designated by the Superintendent who will concentrate on observing and evaluating goals identified in the PIP. A member of the administrative team will meet with the principal in a timely manner (within 5 school days) to discuss the observations. Written observation summaries will be provided (within 7 school days) and must be signed by both parties and the Superintendent. The principal will have the right to respond to observation summaries and responses will be attached.

After each quarter of Principal/mentor collaboration, the Superintendent or his/her designee will assess in writing the effectiveness of the intervention and the level of improvement. Based on that assessment, the PIP may be adjusted appropriately and quarterly meetings among all parties will continue. At the end of the year, if the PIP goals are met, it will terminate. The culmination of the PIP will be communicated in writing to the principal and signed by both parties.

Also at the end of the school year in which a PIP was in place, the administration shall provide the principal with a summative evaluation for the school year which includes an APPR rating of highly effective, effective, developing or ineffective. The principal, upon receiving this summative year end APPR rating, shall have the appeal rights accorded under the APPR plan.

If the principal is rated as developing or ineffective again, the principal and Superintendent or designee will develop a new plan for the next school year.

**The PIP must consist of the following components:**

- I. Specific Areas for Improvement:** Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.
- II. Expected Outcomes:** Identify specific recommendations for what the principal is expected to do to improve in the identified areas. Delineate specific, realistic, achievable activities for the principal.
- III. Resources:** Identify specific resources and support systems available to assist the principal to improve performance.
- IV. Responsibilities:** Identify responsible administrator(s) and steps to be taken by administrator(s) and the principal throughout the Plan.
- V. Evidence of Achievement:** Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the principal is successful, partially successful or unsuccessful in efforts to improve performance.
- VI. Timeline:** Provide a specific timeline for implementation of the various components for the PIP for its final completion. Identify the dates for preparation of written documentation regarding the completion of the Plan.

**Tier 1**  
**Focused Principal Improvement Plan**

Principal's Name: \_\_\_\_\_

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

Building: \_\_\_\_\_

Reason for PIP: \_\_\_\_\_

Targeted Goals/ Areas of Improvement	Expected Outcomes	Recommended Resources	Responsibilities: Principal & Supervising Admin	Evidence of Achievement	Timeline
<b>Progress:</b>					

Targeted Goals Areas of Improvement	Expected Outcomes	Recommended Resources	Responsibilities: Principal & Supervising Admin	Evidence of Achievement	Timeline
<b>Progress:</b>					

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

This section is to be completed at the end of the PIP cycle.

Principal Reflection:

1. Did you meet your goals(s)? How do you know?
  
2. What steps or strategies were most effective in your practice? In what way did they benefit your students, teachers, and building?
  
3. What would you have changed or done differently in this action plan?

Supervising Administrator Reflection:

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

**Tier 2**  
**General Principal Improvement Plan**

Principal's Name: \_\_\_\_\_

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

Building: \_\_\_\_\_

Reason for PIP: \_\_\_\_\_

Targeted Goals/ Areas of Improvement	Expected Outcomes	Recommended Resources	Responsibilities: Principal & Supervising Admin	Evidence of Achievement	Timeline
State and Local Test Scores	Increased Student Achievement	Professional Development: <ul style="list-style-type: none"> <li>- CCLS – Math</li> <li>- CCLS – Reading/ Interventions</li> <li>- CCLS – ELA</li> <li>- Literacy across the content area</li> <li>- Other throughout the school year</li> </ul>	Principal: Attend Professional Development Offerings  Supervising Admin: Support PD opportunities	Increased student achievement on Interim and benchmark assessments and improved HEDI score.	2013-2014 school year
<b>Progress:</b>					

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature:      Date:

*James T. Spring*      8/11/14

Teachers Union President Signature:      Date:

*John C. Breyer*      8/14/14

Administrative Union President Signature:      Date:

*Steve Bayliss*      8/14/14

Board of Education President Signature:      Date:

*Catherine A. Lewis*      8/08/14