



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

Commissioner of Education
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October 15, 2012

Thomas G. Jennings, Superintendent
Schenevus Central School District
159 Main Street
Schenevus, NY 12155

Dear Superintendent Jennings:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Nicholas Savin

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Friday, October 05, 2012

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

470901040000

1.2) School District Name:

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

SCHENEVUS CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, May 14, 2012

Updated Friday, October 05, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: Kindergarten ELA
1	District, regional, or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: 1st Grade ELA
2	District, regional, or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: 2nd Grade ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Twenty (or 25 with value-added measure) points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile Score (SGP) on state assessments in English language arts and/or mathematics in grades four through 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth Percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with Section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the year (or other timeframe where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, state, or national standards, as well as any other school and District priorities.

The district-approved Student Learning Objectives Template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to the lead evaluator for review by October 1. The lead evaluator will rate the SLO with the district approved SLO rubric. SLO's receiving a rubric score of one (1) will be revised by the teacher until a rubric score of at least two (2) is attained.

The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year and a final examination that will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change testing dates/times as needed.

After the pre-test is administered and scored, teachers will be able to choose from the following options when determining how student growth targets will be set:
Option 1: The teacher may choose a uniform increment that s/he believes the students will grow over the course of the year.
Option 2: The teacher may choose to set individual growth targets for each student based on available data and collaboration.
Option 3: The teacher may set a growth to mastery target.

After the teacher determines the growth targets, he/she will then create the overarching target by which the District set HEDI will apply. The District has set 75% of students meeting their growth targets as the standard for the minimum effective teacher rating.

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

HEDI : % of Students Attaining Target : Points
Highly Effective : 100%-96% : 20
Highly Effective : 95%-92% : 19
Highly Effective : 91%-89% : 18

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	HEDI : % of Students Attaining Target : Points Effective : 88%-87% : 17 Effective : 86%-85% : 16 Effective : 84%-83% : 15 Effective : 82% : 14 Effective : 81% : 13 Effective : 80% : 12 Effective : 79% : 11 Effective : 78%-77% : 10 Effective : 76%-75% : 9
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	HEDI : % of Students Attaining Target : Points Developing : 74%-72% : 8 Developing : 71%-69% : 7 Developing : 68%-66% : 6 Developing : 65%-64% : 5 Developing : 63%-62% : 4 Developing : 61%-60% : 3
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	HEDI : % of Students Attaining Target : Points Ineffective : 59%-55% : 2 Ineffective : 54%-50% : 1 Ineffective : 49%-0% : 0

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: Kindergarten Math
1	District, regional, or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: 1st Grade Math
2	District, regional, or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: 2nd Grade Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Twenty (or 25 with value-added measure) points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile Score (SGP) on state assessments in English language arts and/or mathematics in grades four through 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth Percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner
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and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with Section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the year (or other timeframe where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, state, or national standards, as well as any other school and District priorities.

The district-approved Student Learning Objectives Template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to the lead evaluator for review by October 1. The lead evaluator will rate the SLO with the district approved SLO rubric. SLO's receiving a rubric score of one (1) will be revised by the teacher until a rubric score of at least two (2) is attained.

The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year and a final examination that will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change testing dates/times as needed.

After the pre-test is administered and scored, teachers will be able to choose from the following options when determining how student growth targets will be set:

Option 1: The teacher may choose a uniform increment that s/he believes the students will grow over the course of the year.

Option 2: The teacher may choose to set individual growth targets for each student based on available data and collaboration.

Option 3: The teacher may set a growth to mastery target.

After the teacher determines the growth targets, he/she will then create the overarching target by which the District set HEDI will apply. The District has set 75% of students meeting their growth targets as the standard for the minimum effective teacher rating.

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

HEDI : % of Students Attaining Target : Points

Highly Effective : 100%-96% : 20

Highly Effective : 95%-92% : 19

Highly Effective : 91%-89% : 18

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

HEDI : % of Students Attaining Target : Points

Effective : 88%-87% : 17

Effective : 86%-85% : 16

Effective : 84%-83% : 15

Effective : 82% : 14

Effective : 81% : 13

Effective : 80% : 12

Effective : 79% : 11

Effective : 78%-77% : 10

Effective : 76%-75% : 9

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

HEDI : % of Students Attaining Target : Points
Developing : 74%-72% : 8
Developing : 71%-69% : 7
Developing : 68%-66% : 6
Developing : 65%-64% : 5
Developing : 63%-62% : 4
Developing : 61%-60% : 3

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

HEDI : % of Students Attaining Target : Points
Ineffective : 59%-55% : 2
Ineffective : 54%-50% : 1
Ineffective : 49%-0% : 0

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: 6th Grade Science
7	District, regional or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: 7th Grade Science
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Twenty (or 25 with value-added measure) points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile Score (SGP) on state assessments in English language arts and/or mathematics in grades four through 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth Percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with Section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the year (or other

timeframe where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, state, or national standards, as well as any other school and District priorities.

The district-approved Student Learning Objectives Template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to the lead evaluator for review by October 1. The lead evaluator will rate the SLO with the district approved SLO rubric. SLO's receiving a rubric score of one (1) will be revised by the teacher until a rubric score of at least two (2) is attained.

The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year and a final examination that will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change testing dates/times as needed.

After the pre-test is administered and scored, teachers will be able to choose from the following options when determining how student growth targets will be set:

Option 1: The teacher may choose a uniform increment that s/he believes the students will grow over the course of the year.

Option 2: The teacher may choose to set individual growth targets for each student based on available data and collaboration.

Option 3: The teacher may set a growth to mastery target.

After the teacher determines the growth targets, he/she will then create the overarching target by which the District set HEDI will apply. The District has set 75% of students meeting their growth targets as the standard for the minimum effective teacher rating.

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

HEDI : % of Students Attaining Target : Points
Highly Effective : 100%-96% : 20
Highly Effective : 95%-92% : 19
Highly Effective : 91%-89% : 18

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

HEDI : % of Students Attaining Target : Points
Effective : 88%-87% : 17
Effective : 86%-85% : 16
Effective : 84%-83% : 15
Effective : 82% : 14
Effective : 81% : 13
Effective : 80% : 12
Effective : 79% : 11
Effective : 78%-77% : 10
Effective : 76%-75% : 9

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

HEDI : % of Students Attaining Target : Points
Developing : 74%-72% : 8
Developing : 71%-69% : 7
Developing : 68%-66% : 6
Developing : 65%-64% : 5
Developing : 63%-62% : 4
Developing : 61%-60% : 3

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

HEDI : % of Students Attaining Target : Points
Ineffective : 59%-55% : 2

Ineffective : 54%-50% : 1

Ineffective : 49%-0% : 0

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: 6th Grade Social Studies
7	District, regional or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: 7th Grade Social Studies
8	District, regional or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: 8th Grade Social Studies

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

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

Twenty (or 25 with value-added measure) points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile Score (SGP) on state assessments in English language arts and/or mathematics in grades four through 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth Percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with Section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the year (or other timeframe where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, state, or national standards, as well as any other school and District priorities.

The district-approved Student Learning Objectives Template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to the lead evaluator for review by October 1. The lead evaluator will rate the SLO with the district approved SLO rubric. SLO's receiving a rubric score of one (1) will be revised by the teacher until a rubric score of at least two (2) is attained.

The SLO process to be used in the District shall consist of a

pre-test or initial test administered at the beginning of the course or academic year and a final examination that will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change testing dates/times as needed.

After the pre-test is administered and scored, teachers will be able to choose from the following options when determining how student growth targets will be set:

Option 1: The teacher may choose a uniform increment that s/he believes the students will grow over the course of the year.

Option 2: The teacher may choose to set individual growth targets for each student based on available data and collaboration.

Option 3: The teacher may set a growth to mastery target.

After the teacher determines the growth targets, he/she will then create the overarching target by which the District set HEDI will apply. The District has set 75% of students meeting their growth targets as the standard for the minimum effective teacher rating.

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

HEDI : % of Students Attaining Target : Points
 Highly Effective : 100%-96% : 20
 Highly Effective : 95%-92% : 19
 Highly Effective : 91%-89% : 18

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

HEDI : % of Students Attaining Target : Points
 Effective : 88%-87% : 17
 Effective : 86%-85% : 16
 Effective : 84%-83% : 15
 Effective : 82% : 14
 Effective : 81% : 13
 Effective : 80% : 12
 Effective : 79% : 11
 Effective : 78%-77% : 10
 Effective : 76%-75% : 9

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

HEDI : % of Students Attaining Target : Points
 Developing : 74%-72% : 8
 Developing : 71%-69% : 7
 Developing : 68%-66% : 6
 Developing : 65%-64% : 5
 Developing : 63%-62% : 4
 Developing : 61%-60% : 3

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

HEDI : % of Students Attaining Target : Points
 Ineffective : 59%-55% : 2
 Ineffective : 54%-50% : 1
 Ineffective : 49%-0% : 0

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.

Global 1	District, regional, or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: Global History 1
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	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

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

Twenty (or 25 with value-added measure) points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile Score (SGP) on state assessments in English language arts and/or mathematics in grades four through 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth Percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with Section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the year (or other timeframe where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, state, or national standards, as well as any other school and District priorities.

The district-approved Student Learning Objectives Template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to the lead evaluator for review by October 1. The lead evaluator will rate the SLO with the district approved SLO rubric. SLO's receiving a rubric score of one (1) will be revised by the teacher until a rubric score of at least two (2) is attained.

The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year and a final examination that will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change testing dates/times as needed.

After the pre-test is administered and scored, teachers will be able to choose from the following options when determining

how student growth targets will be set:
 Option 1: The teacher may choose a uniform increment that s/he believes the students will grow over the course of the year.
 Option 2: The teacher may choose to set individual growth targets for each student based on available data and collaboration.
 Option 3: The teacher may set a growth to mastery target.

After the teacher determines the growth targets, he/she will then create the overarching target by which the District set HEDI will apply. The District has set 75% of students meeting their growth targets as the standard for the minimum effective teacher rating.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	HEDI : % of Students Attaining Target : Points Highly Effective : 100%-96% : 20 Highly Effective : 95%-92% : 19 Highly Effective : 91%-89% : 18
Effective (9 - 17 points) Results meet District goals for similar students.	HEDI : % of Students Attaining Target : Points Effective : 88%-87% : 17 Effective : 86%-85% : 16 Effective : 84%-83% : 15 Effective : 82% : 14 Effective : 81% : 13 Effective : 80% : 12 Effective : 79% : 11 Effective : 78%-77% : 10 Effective : 76%-75% : 9
Developing (3 - 8 points) Results are below District goals for similar students.	HEDI : % of Students Attaining Target : Points Developing : 74%-72% : 8 Developing : 71%-69% : 7 Developing : 68%-66% : 6 Developing : 65%-64% : 5 Developing : 63%-62% : 4 Developing : 61%-60% : 3
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	HEDI : % of Students Attaining Target : Points Ineffective : 59%-55% : 2 Ineffective : 54%-50% : 1 Ineffective : 49%-0% : 0

2.7) High School Science Regents Courses

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

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

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

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

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

Twenty (or 25 with value-added measure) points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile Score (SGP) on state assessments in English language arts and/or mathematics in grades four through 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth Percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with Section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the year (or other timeframe where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, state, or national standards, as well as any other school and District priorities.

The district-approved Student Learning Objectives Template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to the lead evaluator for review by October 1. The lead evaluator will rate the SLO with the district approved SLO rubric. SLO's receiving a rubric score of one (1) will be revised by the teacher until a rubric score of at least two (2) is attained.

The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year and a final examination that will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change testing dates/times as needed.

After the pre-test is administered and scored, teachers will be able to choose from the following options when determining how student growth targets will be set:

- Option 1: The teacher may choose a uniform increment that s/he believes the students will grow over the course of the year.
- Option 2: The teacher may choose to set individual growth targets for each student based on available data and collaboration.
- Option 3: The teacher may set a growth to mastery target.

After the teacher determines the growth targets, he/she will then create the overarching target by which the District set HEDI will apply. The District has set 75% of students meeting their growth targets as the standard for the minimum effective teacher rating.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	HEDI : % of Students Attaining Target : Points Highly Effective : 100%-96% : 20 Highly Effective : 95%-92% : 19 Highly Effective : 91%-89% : 18
Effective (9 - 17 points) Results meet District goals for similar students.	HEDI : % of Students Attaining Target : Points Effective : 88%-87% : 17 Effective : 86%-85% : 16 Effective : 84%-83% : 15 Effective : 82% : 14 Effective : 81% : 13 Effective : 80% : 12 Effective : 79% : 11 Effective : 78%-77% : 10 Effective : 76%-75% : 9
Developing (3 - 8 points) Results are below District goals for similar students.	HEDI : % of Students Attaining Target : Points Developing : 74%-72% : 8 Developing : 71%-69% : 7 Developing : 68%-66% : 6 Developing : 65%-64% : 5 Developing : 63%-62% : 4 Developing : 61%-60% : 3
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	HEDI : % of Students Attaining Target : Points Ineffective : 59%-55% : 2 Ineffective : 54%-50% : 1 Ineffective : 49%-0% : 0

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Twenty (or 25 with value-added measure) points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile Score (SGP) on state assessments in English language arts and/or mathematics in grades four through 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth Percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner
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and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with Section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the year (or other timeframe where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, state, or national standards, as well as any other school and District priorities.

The district-approved Student Learning Objectives Template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to the lead evaluator for review by October 1. The lead evaluator will rate the SLO with the district approved SLO rubric. SLO's receiving a rubric score of one (1) will be revised by the teacher until a rubric score of at least two (2) is attained.

The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year and a final examination that will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change testing dates/times as needed.

After the pre-test is administered and scored, teachers will be able to choose from the following options when determining how student growth targets will be set:

Option 1: The teacher may choose a uniform increment that s/he believes the students will grow over the course of the year.

Option 2: The teacher may choose to set individual growth targets for each student based on available data and collaboration.

Option 3: The teacher may set a growth to mastery target.

After the teacher determines the growth targets, he/she will then create the overarching target by which the District set HEDI will apply. The District has set 75% of students meeting their growth targets as the standard for the minimum effective teacher rating.

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

HEDI : % of Students Attaining Target : Points

Highly Effective : 100%-96% : 20

Highly Effective : 95%-92% : 19

Highly Effective : 91%-89% : 18

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

HEDI : % of Students Attaining Target : Points

Effective : 88%-87% : 17

Effective : 86%-85% : 16

Effective : 84%-83% : 15

Effective : 82% : 14

Effective : 81% : 13

Effective : 80% : 12

Effective : 79% : 11

Effective : 78%-77% : 10

Effective : 76%-75% : 9

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

HEDI : % of Students Attaining Target : Points
 Developing : 74%-72% : 8
 Developing : 71%-69% : 7
 Developing : 68%-66% : 6
 Developing : 65%-64% : 5
 Developing : 63%-62% : 4
 Developing : 61%-60% : 3

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

HEDI : % of Students Attaining Target : Points
 Ineffective : 59%-55% : 2
 Ineffective : 54%-50% : 1
 Ineffective : 49%-0% : 0

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	Schenevus Central School District Assessment of Student Growth: 9th Grade ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	Schenevus Central School District Assessment of Student Growth: 10th Grade ELA
Grade 11 ELA	Regents assessment	Comprehensive 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 student performance.

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

Twenty (or 25 with value-added measure) points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile Score (SGP) on state assessments in English language arts and/or mathematics in grades four through 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth Percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

Any teacher who is not provided with a state development growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with Section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives. A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course.

It represents the most important learning for the year (or other timeframe where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, state, or national standards, as well as any other school and District priorities.

The district-approved Student Learning Objectives Template will be used in the development of student learning objectives. SLOs must be submitted by the teacher to the lead evaluator for review by October 1. The lead evaluator will rate the SLO with the district approved SLO rubric. SLO's receiving a rubric score of one (1) will be revised by the teacher until a rubric score of at least two (2) is attained.

The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year and a final examination that will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change testing dates/times as needed.

After the pre-test is administered and scored, teachers will be able to choose from the following options when determining how student growth targets will be set:

Option 1: The teacher may choose a uniform increment that s/he believes the students will grow over the course of the year.

Option 2: The teacher may choose to set individual growth targets for each student based on available data and collaboration.

Option 3: The teacher may set a growth to mastery target.

After the teacher determines the growth targets, he/she will then create the overarching target by which the District set HEDI will apply. The District has set 75% of students meeting their growth targets as the standard for the minimum effective teacher rating.

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

HEDI : % of Students Attaining Target : Points
Highly Effective : 100%-96% : 20
Highly Effective : 95%-92% : 19
Highly Effective : 91%-89% : 18

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

HEDI : % of Students Attaining Target : Points
Effective : 88%-87% : 17
Effective : 86%-85% : 16
Effective : 84%-83% : 15
Effective : 82% : 14
Effective : 81% : 13
Effective : 80% : 12
Effective : 79% : 11
Effective : 78%-77% : 10
Effective : 76%-75% : 9

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

HEDI : % of Students Attaining Target : Points
Developing : 74%-72% : 8
Developing : 71%-69% : 7
Developing : 68%-66% : 6
Developing : 65%-64% : 5
Developing : 63%-62% : 4
Developing : 61%-60% : 3

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

HEDI : % of Students Attaining Target : Points

Ineffective : 59%-55% : 2

Ineffective : 54%-50% : 1

Ineffective : 49%-0% : 0

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Elementary General Music	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Elementary General Music
High School Choir	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: High School Choir
Middle School Choir	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Middle School Choir
Middle School Band	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Middle School Band
High School Band	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: High School Music
Studio Art 1	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Studio Art 1
Studio Art 2	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Studio Art 2
High School PE	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: High School PE
Middle School PE	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Middle School PE
Elementary PE	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Elementary PE
Painting & Drawing	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Painting & Drawing
Middle School Art	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Middle School Art
12th Grade Economics	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: 12th Grade Economics
12th Grade Participation in Government	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: 12th Grade Participation in Government
Spanish 1	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Spanish 1
8th Grade Spanish	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: 8th Grade Spanish
Middle School Technology	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Middle School Technology
Middle School Consumer Science	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Middle School Consumer Science
Business Math	District, Regional or BOCES-developed	Schenevus Central School District Assessment of Student Growth: Business Math

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

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

Twenty (or 25 with value-added measure) points of a teacher's composite effectiveness rating shall be based upon the teacher's Student Growth Percentile Score (SGP) on state assessments in English language arts and/or mathematics in grades four through 8 and/or other comparable measures. The Student Growth Percentiles (for ELA and mathematics 4-8) will be assigned by the State Education Department. Based upon the assigned Student Growth Percentiles, a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by the Education Commissioner and approved by the Board of Regents.

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After the pre-test is administered and scored, teachers will be able to choose from the following options when determining how student growth targets will be set:

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create the overarching target by which the District set HEDI will apply. The District has set 75% of students meeting their growth targets as the standard for the minimum effective teacher rating.

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

HEDI : % of Students Attaining Target : Points
Highly Effective : 100%-96% : 20
Highly Effective : 95%-92% : 19
Highly Effective : 91%-89% : 18

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

HEDI : % of Students Attaining Target : Points
Effective : 88%-87% : 17
Effective : 86%-85% : 16
Effective : 84%-83% : 15
Effective : 82% : 14
Effective : 81% : 13
Effective : 80% : 12
Effective : 79% : 11
Effective : 78%-77% : 10
Effective : 76%-75% : 9

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

HEDI : % of Students Attaining Target : Points
Developing : 74%-72% : 8
Developing : 71%-69% : 7
Developing : 68%-66% : 6
Developing : 65%-64% : 5
Developing : 63%-62% : 4
Developing : 61%-60% : 3

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

HEDI : % of Students Attaining Target : Points
Ineffective : 59%-55% : 2
Ineffective : 54%-50% : 1
Ineffective : 49%-0% : 0

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

(No response)

2.11) HEDI Tables or Graphics

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

<assets/survey-uploads/5364/129128-TXEttx9bQW/SLO Upload.pdf>

2.12) Locally Developed Controls

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

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

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Wednesday, August 01, 2012

Updated Friday, October 05, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Acuity
5	4) State-approved 3rd party assessments	Acuity
6	4) State-approved 3rd party assessments	Acuity
7	4) State-approved 3rd party assessments	Acuity
8	4) State-approved 3rd party assessments	Acuity

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Twenty percent (20%) of teachers' composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.</p> <p>The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the Local Achievement Target Template (Appendix). The resulting plan shall include what approved assessments will be utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Highly Effective : 100%-95% : 15 Highly Effective : 94%-89% : 14</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Effective : 88%-86% : 13 Effective : 85%-83% : 12 Effective : 82%-81% : 11 Effective : 80%-79% : 10 Effective : 78%-77% : 9 Effective : 76%-75% : 8</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Developing : 74%-72% : 7 Developing : 71%-69% : 6 Developing : 68%-66% : 5 Developing : 65%-63% : 4 Developing : 62%-60% : 3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Ineffective : 59%-55% : 2 Ineffective : 54%-50% : 1</p>

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Acuity
5	4) State-approved 3rd party assessments	Acuity
6	4) State-approved 3rd party assessments	Acuity
7	4) State-approved 3rd party assessments	Acuity
8	4) State-approved 3rd party assessments	Acuity

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Twenty percent (20%) of teachers' composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.</p> <p>The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the Local Achievement Target Template (Appendix). The resulting plan shall include what approved assessments will be utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Highly Effective : 100%-95% : 15 Highly Effective : 94%-89% : 14</p>

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI : % of Students Attaining Local Achievement Target : Points Effective : 88%-86% : 13 Effective : 85%-83% : 12 Effective : 82%-81% : 11 Effective : 80%-79% : 10 Effective : 78%-77% : 9 Effective : 76%-75% : 8
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI : % of Students Attaining Local Achievement Target : Points Developing : 74%-72% : 7 Developing : 71%-69% : 6 Developing : 68%-66% : 5 Developing : 65%-63% : 4 Developing : 62%-60% : 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI : % of Students Attaining Local Achievement Target : Points Ineffective : 59%-55% : 2 Ineffective : 54%-50% : 1 Ineffective : 49%-0% : 0

3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/157834-rhJdBgDruP/LAT Upload.pdf>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: Kindergarten ELA
1	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 1st Grade ELA
2	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 2nd Grade ELA
3	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 3rd Grade ELA

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Twenty percent (20%) of teachers' composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.</p>
<p>The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the Local Achievement Target Template (Appendix). The resulting plan shall include what approved assessments will be utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.</p>	
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Highly Effective : 100%-96% : 20 Highly Effective : 95%-92% : 19 Highly Effective : 91%-89% : 18</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Effective : 88%-87% : 17 Effective : 86%-85% : 16 Effective : 84%-83% : 15 Effective : 82% : 14 Effective : 81% : 13 Effective : 80% : 12 Effective : 79% : 11 Effective : 78%-77% : 10 Effective : 76%-75% : 9</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Developing : 74%-72% : 8 Developing : 71%-69% : 7 Developing : 68%-66% : 6 Developing : 65%-64% : 5 Developing : 63%-62% : 4 Developing : 61%-60% : 3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Ineffective : 59%-55% : 2 Ineffective : 54%-50% : 1 Ineffective : 49%-0% : 0</p>

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: Kindergarten Math
1	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 1st Grade Math
2	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 2nd Grade Math
3	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 3rd Grade Math

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Twenty percent (20%) of teachers’ composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.</p> <p>The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the Local Achievement Target Template (Appendix). The resulting plan shall include what approved assessments will be utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Highly Effective : 100%-96% : 20 Highly Effective : 95%-92% : 19 Highly Effective : 91%-89% : 18</p>

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>HEDI : % of Students Attaining Local Achievement Target : Points</p> <p>Effective : 88%-87% : 17</p> <p>Effective : 86%-85% : 16</p> <p>Effective : 84%-83% : 15</p> <p>Effective : 82% : 14</p> <p>Effective : 81% : 13</p> <p>Effective : 80% : 12</p> <p>Effective : 79% : 11</p> <p>Effective : 78%-77% : 10</p> <p>Effective : 76%-75% : 9</p>
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>HEDI : % of Students Attaining Local Achievement Target : Points</p> <p>Developing : 74%-72% : 8</p> <p>Developing : 71%-69% : 7</p> <p>Developing : 68%-66% : 6</p> <p>Developing : 65%-64% : 5</p> <p>Developing : 63%-62% : 4</p> <p>Developing : 61%-60% : 3</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>HEDI : % of Students Attaining Local Achievement Target : Points</p> <p>Ineffective : 59%-55% : 2</p> <p>Ineffective : 54%-50% : 1</p> <p>Ineffective : 49%-0% : 0</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 6th Grade Science
7	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 7th Grade Science
8	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 8th Grade Science

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.	Twenty percent (20%) of teachers’ composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective,
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developing, or ineffective utilizing the composite scoring bands set by NYSED.

The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the Local Achievement Target Template (Appendix). The resulting plan shall include what approved assessments will be utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Highly Effective : 100%-96% : 20
 Highly Effective : 95%-92% : 19
 Highly Effective : 91%-89% : 18

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Effective : 88%-87% : 17
 Effective : 86%-85% : 16
 Effective : 84%-83% : 15
 Effective : 82% : 14
 Effective : 81% : 13
 Effective : 80% : 12
 Effective : 79% : 11
 Effective : 78%-77% : 10
 Effective : 76%-75% : 9

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Developing : 74%-72% : 8
 Developing : 71%-69% : 7
 Developing : 68%-66% : 6
 Developing : 65%-64% : 5
 Developing : 63%-62% : 4
 Developing : 61%-60% : 3

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Ineffective : 59%-55% : 2
 Ineffective : 54%-50% : 1
 Ineffective : 49%-0% : 0

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 6th Grade Social Studies
7	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 7th Grade Social Studies

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Twenty percent (20%) of teachers’ composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.</p> <p>The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the Local Achievement Target Template (Appendix). The resulting plan shall include what approved assessments will be utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Highly Effective : 100%-96% : 20 Highly Effective : 95%-92% : 19 Highly Effective : 91%-89% : 18</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Effective : 88%-87% : 17 Effective : 86%-85% : 16 Effective : 84%-83% : 15 Effective : 82% : 14 Effective : 81% : 13 Effective : 80% : 12 Effective : 79% : 11 Effective : 78%-77% : 10 Effective : 76%-75% : 9</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Developing : 74%-72% : 8 Developing : 71%-69% : 7</p>

Developing : 68%-66% : 6
 Developing : 65%-64% : 5
 Developing : 63%-62% : 4
 Developing : 61%-60% : 3

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

HEDI : % of Students Attaining Local Achievement Target :
 Points
 Ineffective : 59%-55% : 2
 Ineffective : 54%-50% : 1
 Ineffective : 49%-0% : 0

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: Global History I
Global 2	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: Global History II
American History	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: American History

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.

Twenty percent (20%) of teachers' composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.

The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the Local Achievement Target Template (Appendix). The resulting plan shall include what approved assessments will be

utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Highly Effective : 100%-96% : 20
 Highly Effective : 95%-92% : 19
 Highly Effective : 91%-89% : 18

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Effective : 88%-87% : 17
 Effective : 86%-85% : 16
 Effective : 84%-83% : 15
 Effective : 82% : 14
 Effective : 81% : 13
 Effective : 80% : 12
 Effective : 79% : 11
 Effective : 78%-77% : 10
 Effective : 76%-75% : 9

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Developing : 74%-72% : 8
 Developing : 71%-69% : 7
 Developing : 68%-66% : 6
 Developing : 65%-64% : 5
 Developing : 63%-62% : 4
 Developing : 61%-60% : 3

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Ineffective : 59%-55% : 2
 Ineffective : 54%-50% : 1
 Ineffective : 49%-0% : 0

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: Living Environment
Earth Science	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: Earth Science
Chemistry	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: Chemistry

Physics	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: Physics
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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.	<p>Twenty percent (20%) of teachers’ composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.</p> <p>The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the Local Achievement Target Template (Appendix). The resulting plan shall include what approved assessments will be utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>HEDI : % of Students Attaining Local Achievement Target : Points</p> <p>Highly Effective : 100%-96% : 20</p> <p>Highly Effective : 95%-92% : 19</p> <p>Highly Effective : 91%-89% : 18</p>
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>HEDI : % of Students Attaining Local Achievement Target : Points</p> <p>Effective : 88%-87% : 17</p> <p>Effective : 86%-85% : 16</p> <p>Effective : 84%-83% : 15</p> <p>Effective : 82% : 14</p> <p>Effective : 81% : 13</p> <p>Effective : 80% : 12</p> <p>Effective : 79% : 11</p> <p>Effective : 78%-77% : 10</p> <p>Effective : 76%-75% : 9</p>
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>HEDI : % of Students Attaining Local Achievement Target : Points</p> <p>Developing : 74%-72% : 8</p> <p>Developing : 71%-69% : 7</p>

Developing : 68%-66% : 6
 Developing : 65%-64% : 5
 Developing : 63%-62% : 4
 Developing : 61%-60% : 3

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

HEDI : % of Students Attaining Local Achievement Target :
 Points
 Ineffective : 59%-55% : 2
 Ineffective : 54%-50% : 1
 Ineffective : 49%-0% : 0

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: Algebra 1
Geometry	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: Geometry
Algebra 2	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: Algebra 2

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

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

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

Twenty percent (20%) of teachers' composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.

The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the Local Achievement Target Template (Appendix). The resulting plan shall include what approved assessments will be

utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Highly Effective : 100%-96% : 20
 Highly Effective : 95%-92% : 19
 Highly Effective : 91%-89% : 18

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Effective : 88%-87% : 17
 Effective : 86%-85% : 16
 Effective : 84%-83% : 15
 Effective : 82% : 14
 Effective : 81% : 13
 Effective : 80% : 12
 Effective : 79% : 11
 Effective : 78%-77% : 10
 Effective : 76%-75% : 9

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Developing : 74%-72% : 8
 Developing : 71%-69% : 7
 Developing : 68%-66% : 6
 Developing : 65%-64% : 5
 Developing : 63%-62% : 4
 Developing : 61%-60% : 3

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

HEDI : % of Students Attaining Local Achievement Target : Points
 Ineffective : 59%-55% : 2
 Ineffective : 54%-50% : 1
 Ineffective : 49%-0% : 0

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 9th Grade ELA
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 10th Grade ELA
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Schenevus Central School District Assessment of Student Achievement: 11th Grade ELA

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Twenty percent (20%) of teachers' composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the Local Achievement Target Template (Appendix). The resulting plan shall include what approved assessments will be utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.</p> <p>HEDI : % of Students Attaining Local Achievement Target : Points Highly Effective : 100%-96% : 20 Highly Effective : 95%-92% : 19 Highly Effective : 91%-89% : 18</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Effective : 88%-87% : 17 Effective : 86%-85% : 16 Effective : 84%-83% : 15 Effective : 82% : 14 Effective : 81% : 13 Effective : 80% : 12 Effective : 79% : 11 Effective : 78%-77% : 10 Effective : 76%-75% : 9</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points Developing : 74%-72% : 8 Developing : 71%-69% : 7 Developing : 68%-66% : 6 Developing : 65%-64% : 5 Developing : 63%-62% : 4 Developing : 61%-60% : 3</p>

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

HEDI : % of Students Attaining Local Achievement Target :
 Points
 Ineffective : 59%-55% : 2
 Ineffective : 54%-50% : 1
 Ineffective : 49%-0% : 0

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
High School Choir	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: High School Choir
Middle School Choir	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: Middle School Choir
Middle School Band	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: Middle School Band
High School Band	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: High School Band
Studio Art 1	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: Studio Art 1
Studio Art 2	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: Studio Art 2
High School PE	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: High School PE
Middle School PE	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: Middle School PE
Elementary PE	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: Elementary PE
Painting & Drawing	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: Painting & Drawing
Middle School Art	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: Middle School Art
12th Grade Economics	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: 12th Grade Economics
12 Grade Participation in Government	5) District/regional/BOCES–developed	Schenevus Central School District Assessment of Student Achievement: 12th Grade Participation in Government

Spanish 1	5) District/regional/BOCES–level ped	Schenevus Central School District Assessment of Student Achievement: Spanish 1
8th Grade Spanish	5) District/regional/BOCES–level ped	Schenevus Central School District Assessment of Student Achievement: 8th Grade Spanish
Middle School Technology	5) District/regional/BOCES–level ped	Schenevus Central School District Assessment of Student Achievement: Middle School Technology
Middle School Consumer Science	5) District/regional/BOCES–level ped	Schenevus Central School District Assessment of Student Achievement: Middle School Consumer Science
Business Math	5) District/regional/BOCES–level ped	Schenevus Central School District Assessment of Student Achievement: Business Math
Elementary General Music	5) District/regional/BOCES–level ped	Schenevus Central School District Assessment of Student Achievement: Elementary General Music

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Twenty percent (20%) of teachers' composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.</p> <p>The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the Local Achievement Target Template (Appendix). The resulting plan shall include what approved assessments will be utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or</p>	<p>HEDI : % of Students Attaining Local Achievement Target : Points</p>

achievement for grade/subject.	Highly Effective : 100%-96% : 20 Highly Effective : 95%-92% : 19 Highly Effective : 91%-89% : 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI : % of Students Attaining Local Achievement Target : Points Effective : 88%-87% : 17 Effective : 86%-85% : 16 Effective : 84%-83% : 15 Effective : 82% : 14 Effective : 81% : 13 Effective : 80% : 12 Effective : 79% : 11 Effective : 78%-77% : 10 Effective : 76%-75% : 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI : % of Students Attaining Local Achievement Target : Points Developing : 74%-72% : 8 Developing : 71%-69% : 7 Developing : 68%-66% : 6 Developing : 65%-64% : 5 Developing : 63%-62% : 4 Developing : 61%-60% : 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI : % of Students Attaining Local Achievement Target : Points Ineffective : 59%-55% : 2 Ineffective : 54%-50% : 1 Ineffective : 49%-0% : 0

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/157834-y92vNseFa4/LAT Upload.pdf

3.14) Locally Developed Controls

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

There are no adjustments, controls, or special considerations that will be used to set targets for local measures.

3.15) Teachers with More Than One Locally Selected Measure

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

both ELA and Math; High School teacher with more than 1 SLO.

If a teacher is required to complete more than one Local Achievement Target (LAT), each LAT will be weighted proportionately based on the number of students included in each LAT. The scores from the two LATs will combine into one overall local achievement component score (0-20 points or 0-15 points)

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, August 02, 2012

Updated Friday, October 05, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	25

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Measures of Teacher Effectiveness Based on the NYS Teaching Standards (60 points)
Evidence of teacher effectiveness will be based on the NYSUT Teacher Practice Rubric (Appendix) aligned with the seven NYS Teaching Standards (Appendix).
Standard 1: Knowledge of Students & Student Learning
Standard 2: Knowledge of Content and Instructional Planning
Standard 3: Instructional Practice
Standard 4: Learning Environment
Standard 5: Assessment for Student Learning
Standard 6: Professional Responsibilities and Collaboration

Standard 7: Professional Growth during formal observations

A minimum of two (2) formal observations will be conducted with each tenured teacher per year, one announced and one unannounced. One formal announced observation must be completed by the end of the second quarter. A formal unannounced observation will be completed after the formal announced observation is completed. Additional formal unannounced observations may be conducted at the discretion of the lead evaluator.

A minimum of three (3) formal observations will be conducted with probationary teachers per year, two announced and one unannounced. The first formal announced observation must be completed within the first six weeks of school. The second formal observation (announced or unannounced) must be completed by the end of the second quarter. Additional formal unannounced observations may be conducted at the discretion of the lead evaluator.

Formal announced classroom observations guidelines:

- The evaluator will hold a pre-observation conference with the teacher prior to the classroom observation. The teacher must complete the Lesson Plan Template before the pre-observation conference and submit online. Teachers will be given six (6) days notice before the scheduled pre-observation conference.*
- Each observation shall be a minimum of thirty (30) minutes in length.*
- The evaluator will consider scheduled observations a priority and will cancel them only in the event of an emergency.*
- The evaluator will hold a post-observation conference within five (5) days to discuss the observation and other evidence of teacher effectiveness as measured by the teacher practice rubric. The evaluator will provide preliminary ratings of each element and indicator of the teacher practice rubric evidenced during the pre-observation conference, observation, and post-observation conference at the end of the post-observation conference.*
- The teacher will complete the Reflection Questions worksheet prior to the post-observation conference and submit online.*
- The teacher will have the opportunity to submit a written statement as follow-up to the post-observation conference meeting.*

Formal unannounced classroom observations guidelines:

- Each formal unannounced observation shall be a minimum of five (5) minutes in length.*
- The evaluator will hold a post-observation conference within five (5) days to discuss the observation and other evidence of teacher effectiveness as measured by the teacher practice rubric. The evaluator will provide preliminary ratings of each element and indicator of the teacher practice rubric evidenced during the observation and post-observation conference at the end of the post-observation conference.*
- The teacher will have the opportunity to submit a written statement as follow-up to the post-conference meeting.*
- The teacher shall have the right to request up to two (2) additional formal unannounced observations.*
- The evaluator shall not be limited in the number of possible formal unannounced observations he or she makes.*

Informal “walk-throughs” may be conducted, not requiring the detailed process above. In such cases formal records of these informal “walk-throughs” will not become a part of the employee’s permanent file. Nothing above precludes flexible informal evaluations and administrative interaction with a teacher in a special situation.

To aid the evaluator and teacher in matters of objectivity, announced classroom observations may be audio recorded or video recorded. If the observation is recorded, a copy of the recording will be provided to the teacher at the post-conference.

The following guidelines will be used to develop the effectiveness score:

- Sixty (60) points shall be based on formal announced and unannounced classroom observations, pre-observation conferences, and post-observation conferences. Thirty five (35) points from multiple classroom observations, at least one of which will be unannounced. Twenty five (25) points from structured reviews of lesson plans, student portfolios and other teacher artifacts.*
- The NYSUT Teacher Practice Rubric contains seven (7) Elements with ninety-seven (97) Indicators which will be assessed as: Ineffective = 0-1 point; Developing = 2 points; Effective = 3 points; or Highly Effective = 4 points. Each indicator is weighted equally, with a maximum of four (4) points. Each Element has a different number of Indicators and the average for each Element will be calculated. The Elements will be weighted using the conversion chart in Appendix. The converted combined average HEDI score will be converted to an effectiveness score using the conversion table (Appendix).*
- The complete APPR shall be provided to the teacher and placed in his/her personnel file as soon as practicable but no later than September 1st of the school year following the year of the evaluation. The teacher’s rating and score on the 20 percent locally-selected measures and the 60 percent other measures of teacher effectiveness shall be computed and provided to the teacher, in writing, no later than the last day of the school year for which the teacher is being evaluated.*

The District will report the individual subcomponent and total composite effectiveness scores for teachers to the State Education Department as directed by NYSED or through the auspices of the South Central Regional Information Center (SCRIC).

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

assets/survey-uploads/5091/158142-eka9yMJ855/60 Points Attachment Narrative and Tables_3.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers earning a weighted average rubric score of 3.5-4.0 will be assigned a rubric composite score of 59-60 and be rated as Highly Effective. See attached tables.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers earning a weighted average rubric score of 2.5-3.4 will be assigned a rubric composite score of 57-58 and be rated as Effective. See attached tables.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers earning a weighted average rubric score of 1.5-2.4 will be assigned a rubric composite score of 50-56 and be rated as Developing. See attached tables.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers earning a weighted average rubric score of 0-1.4 will be assigned a rubric composite score of 0-49 and be rated as Ineffective. See attached tables.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

Created Friday, August 03, 2012

Updated Sunday, August 05, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, August 03, 2012

Updated Friday, October 05, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/158635-Df0w3Xx5v6/Teacher Improvement Plan_1.pdf](assets/survey-uploads/5265/158635-Df0w3Xx5v6/Teacher%20Improvement%20Plan_1.pdf)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal Process

A. Appeals of teacher evaluations must be made formally in writing within fifteen (15) days of receipt of the completed evaluation and composite score of teacher effectiveness. Notification of the appeal shall be provided to the Superintendent of Schools, the Principal and/or Superintendent's designee. An appeal may not be decided by the same individual who was responsible for making the final

rating decision. In such case, the Board of Education shall appoint a designee to decide the appeal. Designees will be trained lead evaluators from ONC BOCES' component districts (inclusive of retirees from these component districts). When filing an appeal, the teacher must submit an Appeals Form (Appendix) with a detailed written description of the specific areas of disagreement over his or her completed evaluation and any additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Teachers are encouraged to review the appeal with the teachers association before it is submitted.

B. Appeals may be made for the following reasons:

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

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

D. Within ten (10) days of receipt of an appeal, the evaluator must submit a detailed written response to the appeal to the Superintendent or Superintendent's designee. The response must include any and all additional documents or written materials specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response, and any and all additional information submitted with the response.

E. Within ten (10) days after the response is issued, the Superintendent or Superintendent's designee shall convene an informal hearing to allow all parties to be heard on the matter.

F. The Superintendent or Superintendent's designee will render a final written decision on the merits of the appeal no later than ten (10) days from the date upon which the hearing was held. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal.

G. If the appeal is sustained, the Superintendent or superintendent's designee may set aside a rating if it has been affected by any error or defect or order a new evaluation if the procedures have been violated.

H. Exclusivity of §3012-c Appeal Procedure

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

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Lead Evaluators and Evaluators

A. An evaluator is any individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. An evaluator may be a principal, superintendent or other trained administrator.

The District will ensure that all evaluators are properly trained and certified to complete an individual's performance review. Evaluators will receive forty (40) hours of training conducted by properly credentialed personnel. Evaluator training will replicate the recommended SED model certification process per Education Law §3012-c regulations. This training will include the following elements:

- New York State Teaching Standards*
- Evidence-based observation methods*
- Application and use of Student Growth Percentile and Value Added Growth Model data*
- Application and use of the NYSUT teacher rubric*
- Application and use of any assessment tools used to evaluate teachers*
- Use of Statewide Instructional Reporting System*

- *Scoring methodology used to evaluate teachers*
- *Specific considerations in evaluating teachers of English Language Learners and Students with Disabilities.*

B. A lead evaluator is the primary person responsible for a teacher's evaluation. Typically, the lead evaluator is the person who completes and signs the summative annual professional performance review. To the extent possible, the principal, superintendent or his/her designee should be the lead evaluator of a classroom teacher. This training will include the following elements:

- *New York State Teaching Standards*
- *Evidence-based observation methods*
- *Application and use of Student Growth Percentile and Value Added Growth Model data*
- *Application and use of the NYSUT teacher rubric*
- *Application and use of any assessment tools used to evaluate teachers*
- *Use of Statewide Instructional Reporting System*
- *Scoring methodology used to evaluate teachers*
- *Specific considerations in evaluating teachers of English Language Learners and Students with Disabilities.*

C. The District's process for certifying and recertifying lead evaluators and for maintaining inter-rater reliability:

Lead evaluators will receive forty (40) hours of evaluator training conducted by properly credentialed personnel to maintain inter-rater reliability.

The Board of Education, upon presentation of evidence that a lead evaluator has satisfactorily completed appropriate evaluator training (as detailed above) shall certify the evaluator as qualified to conduct Annual Professional Performance Review evaluations. Once each year thereafter, the Board of Education shall review and recertify lead evaluators for the district.

Working with other component districts in the ONC BOCES region, or other alliances, the District will develop a process for developing and evaluating inter-rater reliability, as required by law.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked

6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. Checked

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

Created Monday, August 06, 2012
Updated Wednesday, August 15, 2012

Page 1

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

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

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

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

PK-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The principal will be provided with a state growth measure because he/she will have at least thirty percent (30%) of his/her total enrollment in grades 4-8.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The principal will be provided with a state growth measure because he/she will have at least thirty percent (30%) of his/her total enrollment in grades 4-8.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The principal will be provided with a state growth measure because he/she will have at least thirty percent (30%) of his/her total enrollment in grades 4-8.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The principal will be provided with a state growth measure because he/she will have at least thirty percent (30%) of his/her total enrollment in grades 4-8.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The principal will be provided with a state growth measure because he/she will have at least thirty percent (30%) of his/her total enrollment in grades 4-8.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

No special considerations will be used.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, August 08, 2012

Updated Friday, October 05, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	New York State Report Card Four Year Graduation Rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>The principal will be provided with a state growth measure because he/she will have at least thirty percent (30%) of his/her total enrollment in grades 4-8.</p> <p>Fifteen percent (15%) of the composite effectiveness score (with implementation of the value-added model) is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED. For the locally defined 15% the District will measure student achievement for principals using the school's four year graduation rate as reported on the New York State School Report Card (which includes August graduates). Based upon this selected measure a principal shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>HEDI : Graduation Rate : Points Highly Effective : 100%-96% : 15 Highly Effective : 95%-90% : 14</p>
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	<p>HEDI : Graduation Rate : Points Effective : 89%-87% : 13</p>

grade/subject.	Effective : 86%-84% : 12 Effective : 83%-82% : 11 Effective: 81%-80% : 10 Effective : 79% : 9 Effective : 78% : 8
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI : Graduation Rate : Points Developing : 77%-75% : 7 Developing : 74%-72% : 6 Developing : 71%-70% : 5 Developing : 69%-68% : 4 Developing : 67%-66% : 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	HEDI : Graduation Rate : Points Ineffective : 65% : 2 Ineffective : 64%-60% : 1 Ineffective : 59%-0% : 0

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

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

The District is using no adjustments, controls, or other special considerations to set targets for local measures.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, August 08, 2012

Updated Wednesday, August 15, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Sixty (60) points shall be based on formal school visits, at least one of which shall be unannounced. Each visit will culminate with a post-visit conference.

The following guidelines will be used to develop the effectiveness score:

- *Sixty (60) points shall be based on formal school visits and post-visit conferences.*
- *The Multidimensional Principal Performance Rubric (MPPR) contains six (6) Domains with eighteen (18) Items which will be assessed as: Ineffective = 0-1 point; Developing = 2 points; Effective = 3 points; or Highly Effective = 4 points. Each item is weighted equally, with a maximum of four (4) points. The rubric score will be calculated by adding each Item score and dividing by the total number of items - eighteen (18). The rubric score will be converted to an effectiveness score, 0-60 points, using the conversion table attached.*

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/5143/160857-pMADJ4gk6R/PAPPR Average Rubric Score to Composite Score.pdf

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

Highly Effective: Overall performance and results exceed standards.	Principals earning an average rubric score of 3.5-4.0 will be assigned a rubric composite score of 59-60 and be rated as Highly Effective. See attached tables.
Effective: Overall performance and results meet standards.	Principals earning an average rubric score of 2.5-3.4 will be assigned a rubric composite score of 57-58 and be rated as Effective. See attached tables.
Developing: Overall performance and results need improvement in order to meet standards.	Principals earning an average rubric score of 1.5-2.4 will be assigned a rubric composite score of 50-56 and be rated as Developing. See attached tables.
Ineffective: Overall performance and results do not meet standards.	Principals earning an average rubric score of 0-1.4 will be assigned a rubric composite score of 0-49 and be rated as Ineffective. See attached tables.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Friday, October 05, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

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Updated Friday, October 05, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/160864-Df0w3Xx5v6/Principal Improvement Plan_2.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal Process

A. Appeals of principal evaluations must be made formally in writing within fifteen (15) business days of receipt of the completed evaluation and composite score of principal effectiveness. Notification of the appeal shall be provided to the Superintendent of Schools and President of the Board of Education. The Board of Education shall appoint a designee to decide the appeal. Designees will be superintendents and trained lead evaluators from ONC BOCES' component districts. When filing an appeal, the Principal must submit an Appeals Form (Appendix) with a detailed written description of the specific areas of disagreement over his or her completed

evaluation and any additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal.

B. Appeals may be made for the following reasons:

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

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

D. Within ten (10) business days of receipt of an appeal, the Superintendent must submit a detailed written response to the appeal to the Board of Education's designee. The response must include any and all additional documents or written materials specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response, and any and all additional information submitted with the response.

E. Within ten (10) business days after the response is issued, the Board of Education's designee shall convene an informal hearing to allow all parties to be heard on the matter.

F. The Board of Education's designee will render a final written decision on the merits of the appeal no later than ten (10) business days from the date upon which the hearing was held. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal.

G. If the appeal is sustained, the Board of Education's designee may set aside a rating if it has been affected by substantial error or defect or order a new evaluation if the procedures have been violated.

H. Exclusivity of §3012-c Appeal Procedure

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

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Evaluators and Lead Evaluators

A. An evaluator is any individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. An evaluator may be a principal or other trained administrator.

The District will ensure that all evaluators are properly trained and certified to complete an individual's performance review. Evaluators will receive forty (40) hours of training conducted by properly credentialed personnel. Evaluator training will replicate the recommended SED model certification process per Education Law §3012-c regulations. This training will include the following elements:

- New York State Teaching Standards*
- Evidence-based observation methods*
- Application and use of Student Growth Percentile and Value Added Growth Model data*
- Application and use of the NYSUT teacher rubric*
- Use of Statewide Instructional Reporting System*
- Scoring methodology used to evaluate teachers and principals*
- Specific considerations in evaluating teachers of English Language Learners and Students with Disabilities.*

B. A lead evaluator is the primary person responsible for a teacher's evaluation. Typically, the lead evaluator is the person who completes and signs the summative annual professional performance review. To the extent possible, the principal or his/her designee should be the lead evaluator of a classroom teacher.

The District will ensure that all lead evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by properly credentialed personnel. Evaluator training will occur regionally and will replicate the recommended SED model certification process per Education Law §3012-c regulations. This training will include the following elements:

- New York State Teaching Standards*
- Evidence-based observation methods*
- Application and use of Student Growth Percentile and/or Value Added Growth Model data*
- Application and use of the NYSUT teacher rubric*
- Application and use of any assessment tools used to evaluate teachers*
- Use of Statewide Instructional Reporting System*
- Scoring methodology used to evaluate teachers*
- Specific considerations in evaluating teachers of English language learners and students with disabilities.*

C. The District's process for certifying and recertifying lead evaluators and for maintaining inter-rater reliability:

Lead evaluators will receive forty (40) hours of training conducted by properly credentialed personnel to maintain inter-rater reliability.

The Board of Education, upon presentation of evidence that a lead evaluator has satisfactorily completed appropriate evaluator training (as detailed above) shall certify the evaluator as qualified to conduct Annual Professional Performance Review evaluations. Once each year thereafter, the Board of Education shall review and recertify lead evaluators for the district.

Working with other component districts in the ONC BOCES region, or other alliances, the District will develop a process for developing and evaluating inter-rater reliability, as required by law.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, July 25, 2012

Updated Tuesday, October 09, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/155316-3Uqgn5g9Iu/District Certification Form with Signatures 2.pdf](assets/survey-uploads/5581/155316-3Uqgn5g9Iu/District%20Certification%20Form%20with%20Signatures%202.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.

Student Growth on State Assessments or Other Comparable Measures (25 points with value-added measure / 20 points without value-added measure)

Teachers in grades 4 - 8 Common Branch, ELA, and Math, will be provided a value-added growth score by the New York State Education Department (NYSED) in accordance with Section 100.0(o) of the Commissioner's Regulations. 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-level, classroom-level, and school-level characteristics approved by the Board of Regents. NYSED will provide a HEDI subcomponent rating category and score from 0 to 25 points. If the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

Any teacher who is not provided with a state growth measure for at least fifty percent (50%) of his/her total enrollment will develop a Student Learning Objective (SLO) in accordance with Section 100.0(o) of the Commissioner's Regulations. Twenty (20) points of his/her composite effectiveness rating shall be based on Student Learning Objectives.

Student Growth on State Assessment or Comparable Measure HEDI Scoring Ranges	Points
Highly Effective: Results are well-above state average for similar students (or District goals if no state test).	18 - 20 points
Effective: Results meet state average for similar students (or District goals if no state test).	9 - 17 points
Developing: Results are below state average for similar students (or District goals if no state test).	3 - 8 points
Ineffective: Results are well-below state average for similar students (or District goals if no state test).	0 - 2 points

A Student Learning Objective (SLO) is an academic goal for a teacher's students, which is set at the start of a course. It represents the most important learning for the year (or other timeframe where applicable). It must be specific and measurable, based on available prior student learning data, and aligned to Common Core, state, or national standards, as well as any other school and District priorities.

The district-approved *Student Learning Objectives Template* (Appendix) will be used in the development of student learning objectives. SLOs must be submitted by the teacher to the lead evaluator for review by October 1. The lead evaluator will rate the SLO with the district approved SLO rubric (Appendix). SLO's receiving a rubric score of one (1) will be revised by the teacher until a rubric score of at least two (2) is attained.

The SLO process to be used in the District shall consist of a pre-test or initial test administered at the beginning of the course or academic year and a final examination that will be administered at the end of the course or academic year. The District will select or approve the assessment tool(s) utilized and the District administration reserves the right to set and change testing dates/times as needed.

After the pre-test is administered and scored, teachers will be able to choose from the following options when determining how student growth targets will be set.

Option 1: The teacher may choose a uniform increment that he/she believes the students will grow over the course of the year.

For example:

Student	Initial Score	Expected Growth	Expected Final Score
1	45	45	90
2	30	45	75
3	20	45	65
4	50	45	95

Option 2: The teacher may choose to set individual growth targets for each student based on available data and collaboration.

For example:

Student	Initial Score	Expected Growth	Expected Final Score
1	45	40	85
2	30	50	80
3	20	60	80
4	50	40	90

Option 3: The teacher may set a growth to mastery target.

For example:

Student	Initial Score	Summative Target
1	10	75
2	20	75
3	5	75
4	30	75

After the teacher determines the growth targets, he/she will then create the overarching target by which the District set HEDI will apply. The District has set 75% of students meeting their growth targets as the standard for the minimum effective teacher rating. The District determined HEDI bands for the state growth measure of 20% shall be as follows:

HEDI	% of Students Attaining Target	Points
Highly Effective	100%-96	20
Highly Effective	95%-92%	19
Highly Effective	91%-89%	18
Effective	88%-87%	17
Effective	86%-85%	16
Effective	84%-83%	15
Effective	82%	14

Effective	81%	13
Effective	80%	12
Effective	79%	11
Effective	78%-77%	10
Effective	76%-75%	9
Developing	74%-72%	8
Developing	71%-69%	7
Developing	68%-66%	6
Developing	65%-64%	5
Developing	63%-62%	4
Developing	61%-60%	3
Ineffective	59%-55%	2
Ineffective	54%-50%	1
Ineffective	49%-0%	0

Schenevus Central School

Student Learning Objectives (SLO) Template

Population	These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)
Learning Content	What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?
Interval of Instructional Time	What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?
Evidence	What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.
Baseline	What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?

What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?

Target(s)

HEDI Scoring	EFFECTIVE										DEVELOPING					INEFFECTIVE						
	HIGHLY EFFECTIVE	18	19	20	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	91-89	88-87	86-85	84-83	82	81	80	79	78-77	76-75	74-72	71-69	68-66	65-64	63-62	61-60	59-55	54-50	49-0			

Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.

Rationale

New York SLO Development Guide

This document is designed to support SLO development. The essence of each element follows its label in the green rows, with each element containing a required "task" and important considerations for SLO development.

Learning Content	This is the content to be taught in the SLO.
Task	Identify the course name and source of standards (Common Core, national, state, local) associated with this SLO, and specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.
Considerations	<ul style="list-style-type: none"> • To what extent is the content central to this and future coursework, as well as college and career readiness? • How deeply and thoroughly will the standards be reflected in the teaching, learning, and assessment? • What instructional approaches are prioritized? • Why are these instructional approaches most likely to support the targeted students in mastering <i>these</i> standards? • Approximately what percentage of the course's standards is selected? • How is the current knowledge and skill of the targeted students informing the selection? • What are the most critical aspects for the development of these students in <i>this</i> content <i>this</i> year? • To what extent is the learning content specific and measurable?
Evidence	These are the assessments used for determining students' levels of learning.
Task	List the specific pre-assessment(s) and summative assessment(s) that will be used for providing baseline and summative data for the SLO. (Districts and BOCES must verify comparability and rigor for any assessments they develop.)
Considerations	<ul style="list-style-type: none"> • How aligned and authentic are the assessment items to the learning content? • How valid and reliable are the assessments? • Are the selected assessments from an approved list of allowable options? • Are they verified as comparable and rigorous? • What, if any, administration accommodations must legally be made for students? • How are the assessments scored in terms of point values assigned per item and method of summarizing scores? • Have procedures been established to ensure those with vested interest do not score students' assessments?
Student Population	These are the students included in the SLO.
Task	Specify the assigned students who are included in this SLO along with the course sections and student names and/or identification numbers. (Full class rosters of all students must be provided for all included course sections.)
Considerations	<ul style="list-style-type: none"> • Within and across classes, what are students' current skill and knowledge levels which may impact the target and the learning content? • Within and across classes, how many and what types of identifiable subgroups exist? • How will instruction be differentiated to meet specific student learning needs?
Baseline	This is the level of students' knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.
Task	Describe how students performed on the identified pre-assessment(s) for the learning content. (Actual baseline scores for each student are required.)
Considerations	<ul style="list-style-type: none"> • In addition to the pre-assessment(s), what other data sources were reviewed to confirm student learning needs? • How strongly do the pre-assessment(s) and other data analyses indicate the need for the learning content?

New York SLO Development Guide (continued)

This document is designed to support SLO development. The essence of each element follows its label in the green rows, with each element containing a required "task" and important considerations for SLO development.

Target(s)	This is the level of knowledge and skill that students are expected to achieve at the end point of the interval of instructional time.
Task	Define numerical growth goals for student performance on identified summative assessment(s) which measure student knowledge and skill in the learning content. (Actual final scores for each student are required.)
Considerations	<ul style="list-style-type: none"> • Is the target rigorous enough to ensure that <i>all</i> students are on track to achieve college and career readiness? • To what extent does the target align with school and district goals and expectations? • How well do the targets for this population prepare students for success in future progressions (next grade level or level of study) of the same content? • How is the current knowledge and skill of the targeted students informing the target? • What professional development, resources, and/or other supports are going to be used to meet the target?
HEDI Criteria	This is how different levels of student growth will translate into one of four rating categories: Highly effective, Effective, Developing, and Ineffective.
Task	Provide specific descriptions of student learning for each rating category.
Considerations	<ul style="list-style-type: none"> • How high are expectations for <i>all</i> students? • How clear are the distinctions between each rating category? • Within a HEDI rating category, how clear and objective is the point allocation? • What is the rationale that is used for the differentiations in points?
Interval of Instructional Time	This is the timeframe within which the learning content will be taught. (This is generally one academic year, unless the course is set as a semester, quarter, etc.)
Task	Specify when the teaching for this learning content will begin and end. (Rationale is required if less than the typical year-long interval is set.)
Considerations	<ul style="list-style-type: none"> • How will key learning experiences be sequenced over the course of the interval? • What is the best scope and sequence to ensure this population of students achieves this targeted content in this interval? • How will formative assessment and reflection on data influence instructional decisions during the interval? • How does the selected interval align with local pacing (where applicable)?
Rationale	This describes the reasoning behind the choices regarding learning content, evidence, and target.
Task	Describe the selection of the elements (learning content, evidence, and target) and how they will be used together to prepare students for future growth and development, as well as college and career readiness.
Considerations	<ul style="list-style-type: none"> • How sufficient is the overall objective for increasing student achievement and preparing students for future learning, as well as college and career readiness? • What are the implications of these elements for the teacher in the planning and delivery of instruction, so that the learning content is mastered by all students?

New York Student Learning Objectives Analytic Rubric for Rating the Quality of SLO Elements

The Context for SLOs

A Student Learning Objective (SLO) is an academic goal for a teacher's students developed at the start of a course. It is aligned to Common Core, national, state, and/or local standards, as well as any other district and school priorities. SLOs represent the most important learning for a given course and should be specific and measurable. SLOs require analyzing available student learning data.

SLO Elements

New York State Education Department requires that SLOs contain the following eight elements:
Student Population

	Student Population	Learning Content	Interval of Instructional Time	Evidence	Baseline	Target(s)	HEDI Criteria	Rationale
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								

SLO Quality Ratings

Quality Rating 3	Quality Rating 2	Quality Rating 1
High Quality	Acceptable	Unacceptable
The element exceeds requirements and enhances the SLO's overall quality.	The element adheres to NYSED requirements.	The element does not meet NYSED guidelines and must undergo revisions before approval can be granted.

Purpose and Use of the SLO Rubric

This rubric was designed to assist Network Team members in guiding districts to develop quality SLOs, thereby helping to ensure rigor and comparability across classrooms within and across schools. Its aim is to put forth a common expectation across the State for the various required elements of an SLO. This rubric can be used to rate the quality of SLO elements while also providing specific coaching feedback to those developing SLOs (teachers, districts, etc.) via the quality rating criteria for each element. It is expected this rubric will be adapted for a district based on its established processes and expectations for SLO development. Districts may choose to use portions of this rubric to evaluate elements selected at the school level. Note that high quality SLOs have been associated with higher academic outcomes for students.

Element 1: Student Population

Essence: These are the students included in the SLO.

Task: Specify the assigned students who are included in this SLO along with the course sections and student names and/or identification numbers. (Full class rosters of all students must be provided for all included course sections.)

Quality Rating 3	Quality Rating 2	Quality Rating 1
<input type="checkbox"/> Is not applicable.	<input type="checkbox"/> Provides course sections included in the SLO. <input type="checkbox"/> Includes all students in selected course sections. <input type="checkbox"/> Provides student names and/or ID numbers for all students in the SLO.	<input type="checkbox"/> Results if any of the Quality Rating 2 criteria are not met.

Element 2: Learning Content

Essence: This is the content to be taught in the SLO.

Task: Identify the course name and source of standards (Common Core, national, state, local) associated with this SLO, and specify the exact standards, performance indicators, etc., that will be taught, learned, and assessed.

Quality Rating 3	Quality Rating 2	Quality Rating 1
<p>Meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets the Quality Rating 2 criteria. <input type="checkbox"/> Selects specific and measurable standards, indicators, etc. <input type="checkbox"/> Selects the most important standards, indicators, etc., for the course. <input type="checkbox"/> Includes Common Core standards to supplement NYS Learning Standards for courses other than ELA or math (e.g., Literacy in History/Social Studies, Science, and Technical Subjects). <p>Meets one or both of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aligns to district and/or school priorities. <input type="checkbox"/> Aligns to future coursework, as well as college and career readiness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies course name. <input type="checkbox"/> Uses the appropriate body of standards (Common Core, national, state, local). <input type="checkbox"/> Names the exact standards, performance indicators, etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> Results if any of the Quality Rating 2 criteria are not met.

Element 3: Interval of Instructional Time

Essence: This is the timeframe within which the learning content will be taught. (This is generally one academic year, unless the course is set as a semester, quarter, etc.)

Task: Specify when the teaching for this learning content will begin and end. (Rationale is required if less than the typical year-long interval is set.)

Quality Rating 3	Quality Rating 2	Quality Rating 1
<input type="checkbox"/> Is not applicable.	<input type="checkbox"/> Indicates a clear start and end date. <input type="checkbox"/> Provides a rationale if the interval is less than one year (e.g., <i>course length is less than one year</i>).	<input type="checkbox"/> Results if any of the Quality Rating 2 criteria are not met.

Element 4: Evidence

Essence: These are the assessments used for determining students' levels of learning.

Task: List the specific pre-assessment(s) and summative assessment(s) that will be used for providing baseline and summative data for the SLO. (Districts and BOCES must verify comparability and rigor for any assessments they develop.)

Quality Rating 3	Quality Rating 2	Quality Rating 1
<p>Meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets Quality Rating 2 criteria. <input type="checkbox"/> Aligns tightly to the selected learning content using authentic measures. <input type="checkbox"/> Demands higher order thinking of students. <input type="checkbox"/> Uses a clear rubric, scoring guide, and/or answer key to minimize subjectivity of scoring. <input type="checkbox"/> Matches score reporting to the specificity of learning content. <p>Meets one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects pre-assessment from either the State-approved list or those developed and approved by superintendent's approval for comparability. <input type="checkbox"/> Provides an opportunity for real-world application of knowledge and skill. <input type="checkbox"/> Includes a majority of constructed response and/or performance measures. <input type="checkbox"/> Measures a majority of the learning content standards, indicators, etc. in more than one way. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies pre-assessment(s) and summative assessment(s). <input type="checkbox"/> Selects summative assessments from either the State-approved list or those developed and approved by the district/BOCES, and supported by superintendent's certification of rigor and comparability. <input type="checkbox"/> Offers accommodations as legally required and appropriate. <input type="checkbox"/> Ensures that those with vested interest are not scoring summative assessments. 	<ul style="list-style-type: none"> <input type="checkbox"/> Results if any of the Quality Rating 2 criteria are not met.

Element 5: Baseline

Essence: This is the level of students' knowledge and skill in the targeted learning content at the beginning of the interval of instructional time.

Task: Describe how students performed on the identified pre-assessment(s) for the learning content, including any additional data that informed SLO development. (Actual baseline scores for each student are required.)

Quality Rating 3	Quality Rating 2	Quality Rating 1
<p>Meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets Quality Rating 2 criteria. <input type="checkbox"/> Indicates via pre-assessment data a clear need for focusing on this learning content. <input type="checkbox"/> Uses multiple data sources (in addition to pre-assessment data) to set appropriate targets, make instructional decisions, and drive student growth. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes how students performed on the identified pre-assessment(s). <input type="checkbox"/> Provides a baseline score for each student in the SLO. 	<ul style="list-style-type: none"> <input type="checkbox"/> Results if any of the Quality Rating 2 criteria are not met.



Element 6: Target(s)

Essence: This is the numeric achievement goal which articulates the amount that students will have to grow during the interval of instructional time.

Task: Define numeric growth goals for student performance on identified summative assessment(s) which measure student knowledge and skill in the learning content. (Actual final scores for each student are required.)

Quality Rating 3	Quality Rating 2	Quality Rating 1
<p>Meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets Quality Rating 2 criteria. <input type="checkbox"/> Requires students to make at least a year's growth in a year's time, with students below grade level being required to grow more than a year's growth in a year's time. <input type="checkbox"/> Requires 80% or more of students, including special populations, to meet their individual goals. <input type="checkbox"/> Includes goals for special student populations that are equally challenging and rigorous as those for other students, considering each student's starting point. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides a target statement. <input type="checkbox"/> Provides a specific growth goal for each student. <input type="checkbox"/> Sets targets consistent with district-level expectations for target-setting in this grade/subject. 	<ul style="list-style-type: none"> <input type="checkbox"/> Results if any of the Quality Rating 2 criteria are not met.

Element 7: HEDI Criteria

Essence: This is how different levels of student growth will translate into one of four rating categories: Highly effective, Effective, Developing, and Ineffective.

Task: Provide specific descriptions of student learning for each rating category.

Quality Rating 3	Quality Rating 2	Quality Rating 1
<p>Meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets Quality Rating 2 criteria. <input type="checkbox"/> Requires 80% or more of students, including special populations, to meet their individual goals to earn 9 points (minimum rating in the “effective” category). <input type="checkbox"/> Defines HEDI rating categories that are rigorous, attainable, and in-line with district growth expectations or goals. <input type="checkbox"/> Includes special populations explicitly in the HEDI structure. 	<ul style="list-style-type: none"> <input type="checkbox"/> Categorizes all possible scoring results in the HEDI structure such that <ul style="list-style-type: none"> o Highly effective = exceeds district expectations o Effective = meets district expectations o Developing = is below district expectations o Ineffective = is well below district expectations <input type="checkbox"/> Is mathematically possible for the teacher to obtain every point value within a rating category. <input type="checkbox"/> Allocates points clearly and objectively within a HEDI rating category. 	<ul style="list-style-type: none"> <input type="checkbox"/> Results if any of the Quality Rating 2 criteria are not met.

Element 8: Rationale

Essence: This describes the reasoning behind the choices regarding learning content, evidence, and target.

Task: Describe the selection of the elements (learning content, evidence, and target) and how they will be used together to prepare students for future growth and development, as well as college and career readiness.

Quality Rating 3	Quality Rating 2	Quality Rating 1
<p>Meets all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets Quality Rating 2 criteria. <input type="checkbox"/> Indicates a thoughtful level of detail resulting in defensible decisions for the following elements: learning content, evidence, target(s), baseline, and HEDI. <input type="checkbox"/> Explains how learning content and target(s) align to future coursework, as well as college and career readiness. <input type="checkbox"/> Explains how multiple and appropriate data points are used to select the learning content and target(s) for the student population. <p>Meets one or both of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulates cohesion among all of the elements to effectively prepare students for future coursework, as well as college and career readiness. <input type="checkbox"/> Plans for ongoing reflection on student progress and uses that information to differentiate instruction to ensure students' targets are met. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides reasoning for the selection of the learning content, evidence, and target. <input type="checkbox"/> Describes how the elements will be used together to prepare students for future coursework, as well as college and career readiness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Results if any of the Quality Rating 2 criteria are not met.

Locally Selected Measures of Student Achievement (20 points)

Twenty percent (20%) of teachers' composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.

Locally Selected Measures of Student Achievement HEDI Scoring Ranges	20 Points	15 Points
Highly Effective: Results are well-above state average for similar students (or District goals if no state test).	18 - 20 points	14-15 points
Effective: Results meet state average for similar students (or District goals if no state test).	9 - 17 points	8-13 points
Developing: Results are below state average for similar students (or District goals if no state test).	3 - 8 points	3-7 points
Ineffective: Results are well-below state average for similar students (or District goals if no state test).	0 - 2 points	0-2 points

The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the *Local Achievement Target Template* (Appendix). The resulting plan shall include what approved assessments will be utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.

Schenevus Central School

Local Achievement Target Template

These are the students assigned to the course section(s) in this LAT - all students who are assigned to the course section(s) must be included in the LAT. (Full class rosters of all students must be provided for all included course sections.)

What is being taught over the instructional period covered? What is the instructional period covered?

What specific assessment will be used to measure achievement?

What is the achievement target for this class? **OR** What are the individual student achievement targets?

HEDI Scoring	EFFECTIVE										DEVELOPING					INEFFECTIVE																							
	HIGHLY EFFECTIVE		14		13		12		11		10		9		8		7		6		5		4		3		2		1		0								
100-95	94-89	88-86	85-83	82-81	80-79	78-77	76-75	74-72	71-69	68-66	65-63	62-60	59-55	54-50	49-0																								
	EFFECTIVE										DEVELOPING					INEFFECTIVE																							
	HIGHLY EFFECTIVE		18		17		16		15		14		13		12		11		10		9		8		7		6		5		4		3		2		1		0
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0																			
100-96	95-92	91-89	88-87	86-85	84-83	82	81	80	79	78-77	76-75	74-72	71-69	68-66	65-64	63-62	61-60	59-55	54-50	49-0																			

Describe the reasoning behind the choices regarding learning content, evidence, and target.

Rationale

Locally Selected Measures of Student Achievement (20 points)

Twenty percent (20%) of teachers' composite effectiveness rating is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by NYSED; decreased to fifteen percent (15%) upon implementation of value-added growth model for teachers of grades 4 - 8 Common Branch, ELA, and Math. For the locally defined 20% (or 15% with value-added model) Local Achievement Targets (LATs) will be mutually agreed upon by teachers and the principal/superintendent and consistent with district goals. Based upon these selected measures a teacher shall be rated as highly effective, effective, developing, or ineffective utilizing the composite scoring bands set by NYSED.

Locally Selected Measures of Student Achievement HEDI Scoring Ranges	20 Points	15 Points
Highly Effective: Results are well-above state average for similar students (or District goals if no state test).	18 - 20 points	14-15 points
Effective: Results meet state average for similar students (or District goals if no state test).	9 - 17 points	8-13 points
Developing: Results are below state average for similar students (or District goals if no state test).	3 - 8 points	3-7 points
Ineffective: Results are well-below state average for similar students (or District goals if no state test).	0 - 2 points	0-2 points

The points for locally-selected measures of student achievement shall be based on a local achievement target setting process using the *Local Achievement Target Template* (Appendix). The resulting plan shall include what approved assessments will be utilized, achievement targets for each course or individual student, and how points will be earned regarding achievement in relation to the target. Local Achievement Targets will be set based on student performance on a pretest administered during the first six weeks of school. The superintendent shall verify comparability and rigor in the utilization of this achievement target setting process as required by regulation.

Schenevus Central School

Local Achievement Target Template

These are the students assigned to the course section(s) in this LAT - all students who are assigned to the course section(s) must be included in the LAT. (Full class rosters of all students must be provided for all included course sections.)

What is being taught over the instructional period covered? What is the instructional period covered?

What specific assessment will be used to measure achievement?

What is the achievement target for this class? **OR** What are the individual student achievement targets?

HEDI Scoring	EFFECTIVE										DEVELOPING					INEFFECTIVE															
	HIGHLY EFFECTIVE		14		13		12		11		10		9		8		7		6		5		4		3		2		1		0
100-95	94-89	88-86	85-83	82-81	80-79	78-77	76-75	74-72	71-69	68-66	65-63	62-60	59-55	54-50	49-0																
	HIGHLY EFFECTIVE		EFFECTIVE										DEVELOPING					INEFFECTIVE													
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0										
100-96	95-92	91-89	88-87	86-85	84-83	82	81	80	79	78-77	76-75	74-72	71-69	68-66	65-64	63-62	61-60	59-55	54-50	49-0											

Describe the reasoning behind the choices regarding learning content, evidence, and target.

Rationale

Measures of Teacher Effectiveness Based on the NYS Teaching Standards (60 points)

Evidence of teacher effectiveness will be based on the *NYSUT Teacher Practice Rubric* (Appendix) aligned with the seven *NYS Teaching Standards* (Appendix).

Standard 1: Knowledge of Students & Student Learning

Standard 2: Knowledge of Content and Instructional Planning

Standard 3: Instructional Practice

Standard 4: Learning Environment

Standard 5: Assessment for Student Learning

Standard 6: Professional Responsibilities and Collaboration

Standard 7: Professional Growth during formal observations

A minimum of two (2) formal observations will be conducted with each tenured teacher per year, one announced and one unannounced. One formal announced observation must be completed by the end of the second quarter. A formal unannounced observation will be completed after the formal announced observation is completed. Additional formal unannounced observations may be conducted at the discretion of the lead evaluator.

A minimum of three (3) formal observations will be conducted with probationary teachers per year, two announced and one unannounced. The first formal announced observation must be completed within the first six weeks of school. The second formal observation (announced or unannounced) must be completed by the end of the second quarter. Additional formal unannounced observations may be conducted at the discretion of the lead evaluator.

Formal announced classroom observations guidelines:

- The evaluator will hold a pre-observation conference with the teacher prior to the classroom observation. The teacher must complete the *Lesson Plan Template* before the pre-observation conference and submit online. Teachers will be given six (6) days notice before the scheduled pre-observation conference.
- Each observation shall be a minimum of thirty (30) minutes in length.
- The evaluator will consider scheduled observations a priority and will cancel them only in the event of an emergency.
- The evaluator will hold a post-observation conference within five (5) days to discuss the observation and other evidence of teacher effectiveness as measured by the teacher practice rubric. The evaluator will provide preliminary ratings of each element and indicator of the teacher practice rubric evidenced during the pre-observation conference, observation, and post-observation conference at the end of the post-observation conference.
- The teacher will complete the *Reflection Questions* worksheet prior to the post-observation conference and submit online.
- The teacher will have the opportunity to submit a written statement as follow-up to the post-observation conference meeting.

Formal unannounced classroom observations guidelines:

- Each formal unannounced observation shall be a minimum of five (5) minutes in length.
- The evaluator will hold a post-observation conference within five (5) days to discuss the observation and other evidence of teacher effectiveness as measured by the teacher practice rubric. The evaluator will provide preliminary ratings of each element and indicator of the teacher practice rubric evidenced during the observation and post-observation conference at the end of the post-observation conference.
- The teacher will have the opportunity to submit a written statement as follow-up to the post-conference meeting.
- The teacher shall have the right to request up to two (2) additional formal unannounced observations.

- The evaluator shall not be limited in the number of possible formal unannounced observations he or she makes.

Informal “walk-throughs” may be conducted, not requiring the detailed process above. In such cases formal records of these informal “walk-throughs” will not become a part of the employee’s permanent file. Nothing above precludes flexible informal evaluations and administrative interaction with a teacher in a special situation.

To aid the evaluator and teacher in matters of objectivity, announced classroom observations may be audio recorded or video recorded. If the observation is recorded, a copy of the recording will be provided to the teacher at the post-conference.

The following guidelines will be used to develop the effectiveness score:

- Sixty (60) points shall be based on formal announced and unannounced classroom observations, pre-observation conferences, and post-observation conferences. Thirty five (35) points from multiple classroom observations, at least one of which will be unannounced. Twenty five (25) points from structured reviews of lesson plans, student portfolios and other teacher artifacts.
- The NYSUT Teacher Practice Rubric contains seven (7) Elements with ninety-seven (97) Indicators which will be assessed as: Ineffective = 0-1 point; Developing = 2 points; Effective = 3 points; or Highly Effective = 4 points. Each indicator is weighted equally, with a maximum of four (4) points. Each Element has a different number of Indicators and the average for each Element will be calculated. The Elements will be weighted using the conversion chart in Appendix. The converted combined average HEDI score will be converted to an effectiveness score using the conversion table (Appendix).

The complete APPR shall be provided to the teacher and placed in his/her personnel file as soon as practicable but no later than September 1st of the school year following the year of the evaluation. The teacher’s rating and score on the 20 percent locally-selected measures and the 60 percent other measures of teacher effectiveness shall be computed and provided to the teacher, in writing, no later than the last day of the school year for which the teacher is being evaluated.

The District will report the individual subcomponent and total composite effectiveness scores for teachers to the State Education Department as directed by NYSED or through the auspices of the South Central Regional Information Center (SCRIC).

NYSUT Teacher Practice Rubric Score Collection Form and Conversion Tables

Standard 1	Knowledge of Students and Student Learning	Score (0 – 4)
1.1a	Describes developmental characteristics of students	
1.1b	Creates developmentally appropriate lessons	
1.2a	Uses strategies to support learning and language acquisition	
1.2b	Uses current research	
1.3a	Meets diverse learning needs of each student	
1.3b	Plans for students strengths, interests, and experiences	
1.4a	Communicates with parents, guardians, and/or caregivers	
1.5a	Incorporates the knowledge of school community and environmental factors	
1.5b	Incorporates multiple perspectives	
1.6a	Understands technological literacy	
Total	Sum of all scores	
Average	Total divided by 10	

Standard 2	Knowledge of Content and Instructional Planning	Score (0 – 4)
2.1a	Understand key concepts and themes in the discipline	
2.1b	Understands key disciplinary language	
2.1c	Uses current developments in pedagogy and content	
2.1d	Understands learning standards	
2.2a	Incorporates diverse social and cultural perspectives	
2.2b	Incorporates individual and collaborative critical thinking and problem solving	
2.2c	Incorporates disciplinary and cross-disciplinary learning experiences	
2.3a	Designs instruction to meet diverse learning need of students	
2.3b	Designs learning experiences that connect to students' life experiences	

2.3c	Design self-directed learning experiences	
2.4a	Aligns learning standards	
2.4b	Articulates learning objectives/goals with learning standards	
2.5a	Designs instruction using current levels of student understanding	
2.5b	Designs learning experiences using prior knowledge	
2.6a	Organizes physical space	
2.6b	Incorporates technology	
2.6c	Organizes time	
2.6d	Selects materials and resources	
Total	Sum of all scores	
Average	Total divided by 18	

Standard 3	Instructional Practice	Score (0 – 4)
3.1a	Aligns instruction to standards	
3.1b	Uses research-based instruction	
3.1c	Engages students	
3.2a	Provides directions and procedures	
3.2b	Uses questioning techniques	
3.2c	Responds to students	
3.2d	Communicates content	
3.3a	Establishes high expectations	
3.3b	Articulates measures of success	
3.3c	Implements challenging learning experiences	
3.4a	Differentiates instruction	
3.4b	Implements strategies for mastery of learning outcomes	
3.5a	Provides opportunist for collaborations	
3.5b	Provides synthesis, critical thinking, and problem-solving	

3.6a	Uses formative assessment	
3.6b	Provides feedback during and after instruction	
3.6c	Adjusts pacing	
Total	Sum of all scores	
Average	Total divided by 17	

Standard 4	Learning Environment	Score (0 – 4)
4.1a	Interacts with students	
4.1b	Supports student diversity	
4.1c	Reinforces positive interactions among students	
4.2a	Establishes high expectations	
4.2b	Promotes student curiosity	
4.2c	Promotes student pride in work and accomplishments	
4.3a	Establishes expectations for student behavior	
4.3b	Establishes routines, procedures, and transitions	
4.3c	Establishes instructional groups	
4.4a	Organizes the physical environment	
4.4b	Manages volunteers and/or paraprofessionals	
4.4c	Establishes classroom safety	
Total	Sum of all scores	
Average	Total divided by 12	

Standard 5	Assessment for Student Learning	Score (0 – 4)
5.1a	Uses assessment to establish learning goals and inform instruction	
5.1b	Measures and records student achievement	
5.1c	Aligns assessments to learning goals	
5.1d	Implements accommodations and modifications	

5.2a	Analyzes assessment data	
5.2b	Uses assessment data to set goals and provide feedback to students	
5.2c	Engages students in self-assessment	
5.3a	Access and interprets assessments	
5.4a	Understands assessment measures and grading procedures	
5.4b	Establishes an assessment system	
5.5a	Communicates purposes and criteria	
5.5b	Provides preparation and practice	
5.5c	Provides assessment skill and strategies	
Total	Sum of all scores	
Average	Total divided by 13	

Standard 6	Professional Responsibilities and Collaboration	Score (0 – 4)
6.1a	Demonstrates ethical, professional behavior	
6.1b	Advocates for students	
6.1c	Demonstrates ethical use of information and information technology	
6.1d	Completes training to comply with state and local requirements and jurisdiction	
6.2a	Supports the school as an organization with vision and mission	
6.2b	Participates on an instructional team	
6.2c	Collaborates with larger community	
6.3a	Engages families	
6.3b	Communicates students performance	
6.4a	Maintains records	
6.4b	Manages time and attendance	
6.4c	Maintains classroom and school resources and materials	
6.4d	Participates in school and district events	
6.5a	Communicates policies	

6.5b	Maintains confidentiality	
6.5c	Reports concerns	
6.5d	Adheres to policies and contractual obligations	
6.5e	Accesses resources	
Total	Sum of all scores	
Average	Total divided by 18	

Standard 7	Professional Growth	Score (0 – 4)
7.1a	Reflects on evidence of student learning	
7.1b	Reflects on biases	
7.1c	Plans professional growth	
7.2a	Set goals	
7.2b	Engages in professional growth	
7.3a	Gives and receives constructive feedback	
7.3b	Collaborates	
7.4a	Accesses professional memberships and resources	
7.4b	Expands knowledge base	
Total	Sum of all scores	
Average	Total divided by 9	

Conversion Tables for NYSUT Rubric Scores						
NYSED Standard	Total Indicators	Average Value	x	Conversion Factor	=	Converted Score
1	10			0.083		
2	18			0.167		
3	17			0.25		
4	12			0.167		
5	13			0.167		
6	18			0.083		
7	9			0.083		
					+	
Total Weighted Average Rubric Score						
Weighted Average Rubric Score to Rubric Composite Score						
Total Weighted Average Rubric Score					Rubric Composite Score	
Ineffective 0-49						
0-1						0
1.1						12
1.2						25
1.3						37
1.4						49
Developing 50-56						
1.5						50
1.6						51
1.7						52
1.8						53
1.9						54
2						54
2.1						55
2.2						55
2.3						56
2.4						56
Effective 57-58						
2.5						57
2.6						57
2.7						57
2.8						57
2.9						57
3						58
3.1						58
3.2						58
3.3						58

3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

Teacher Improvement Plan

Teacher Name

Learning Standard(s), Elements, and Indicators identified for further development

Action Plan and Timeline

Performance Goals (manner in which improvement will be assessed)

Resources: Professional Development, Materials and Support

Teacher's Signature

Date

Administrator's Signature

Date

Average Rubric Score to Composite Score		
Total Average Rubric Score		Rubric Composite Score
Ineffective 0-49		
0-1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		51
1.7		52
1.8		53
1.9		54
2		54
2.1		55
2.2		55
2.3		56
2.4		56
Effective 57-58		
2.5		57
2.6		57
2.7		57
2.8		57
2.9		57
3		58
3.1		58
3.2		58
3.3		58
3.4		58
Highly Effective 59-60		
3.5		59
3.6		59
3.7		59
3.8		60
3.9		60
4		60

**Schenevus Central School District
Principal Improvement Plan**

Principal Name

ISLLC 2008 Standards, MPPR Domain(s) and Item(s) identified for further development

Action Plan and Timeline

Performance Goals (manner in which improvement will be assessed)

Resources: Professional Development, Materials and Support

Principal's Signature

Date

Superintendent's Signature

Date

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Thomas G. Jernigan 10/5/12

Teachers Union President Signature: Date:

Debra L. Anderson 10/5/12

Administrative Union President Signature: Date:

Coleen M. Lewis 10/5/12

Board of Education President Signature: Date:

John J. 10/5/12