



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

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

August 24, 2012

Robert Horan, Superintendent
Schodack Central School District
1216 Maple Hill Road
Castleton, NY 12033

Dear Superintendent Horan:

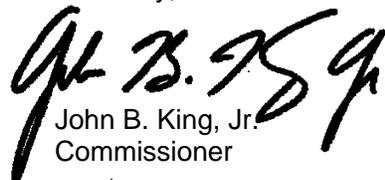
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

c: James Baldwin

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

Annual Professional Performance Reviews: 2012-13

Created Monday, June 04, 2012

Updated Thursday, August 23, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 491501040000

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

491501040000

1.2) School District Name: SCHODACK CSD

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

SCHODACK CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

-
- Governor's Management Efficiency Grant
-

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, June 05, 2012

Updated Friday, August 24, 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 | State-approved 3rd party assessment | I-Ready Diagnostic Assessment Reading |
| 1 | State-approved 3rd party assessment | I-Ready Diagnostic Assessment Reading |
| 2 | State-approved 3rd party assessment | I-Ready Diagnostic Assessment Reading |

| | 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 | The development of the Student Learning Objectives will be overseen by the building principal for each building – K-5, 6 – |
|--|--|

subcomponent. If needed, you may upload a table or graphic at 2.11, below.

8, and 9 – 12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined in the Student Learning Objective.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined in the Student Learning Objective.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined in the Student Learning Objective.

See Attached Schodack Approved HEDI Chart

Highly Effective (18 - 20 points) 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 of student learning standards for grade/subject.(See Attached Chart)

Effective (9 - 17 points) 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 of student learning standards for grade/subject.(See Attached Chart)

Developing (3 - 8 points) 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 of student learning standards for grade/subject.(See Attached Chart)

Ineffective (0 - 2 points) 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 of student learning standards for grade/subject.(See Attached Chart)

2.3) Grades K-3 Math

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

| | Math | Assessment |
|---|-------------------------------------|------------------------------------|
| K | State-approved 3rd party assessment | I-Ready Diagnostic Assessment Math |
| 1 | State-approved 3rd party assessment | I-Ready Diagnostic Assessment Math |
| 2 | State-approved 3rd party assessment | I-Ready Diagnostic Assessment 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.

| | |
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| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p> | <p>The development of the Student Learning Objectives will be overseen by the building principal for each building – K-5, 6 – 8, and 9 – 12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.</p> <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>See Attached Schodack Approved HEDI Chart</p> |
| <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p> | <p>Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p> | <p>Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p> | <p>Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p> | <p>Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |

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 | Schodack Central School developed 6th grade Science Benchmark Assessment. |
| 7 | District, regional or BOCES-developed assessment | Schodack Central School developed 7th grade Science Benchmark Assessment |

| | Science | Assessment |
|---|------------------|------------------------------------|
| 8 | State assessment | 8th Grade State Science Assessment |

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

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| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p> | <p>The development of the Student Learning Objectives will be overseen by the building principal for each building – K-5, 6 – 8, and 9 – 12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.</p> <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>See Attached Schodack Approved HEDI Chart</p> |
| <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p> | <p>Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject(See Attached Chart)</p> |
| <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p> | <p>Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |

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| Developing (3 - 8 points) 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 of student learning standards for grade/subject.(See Attached Chart) |
| Ineffective (0 - 2 points) 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 of student learning standards for grade/subject.(See Attached Chart) |

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 | Schodack Central School developed 6th grade Social Studies Benchmark Assessment |
| 7 | District, regional or BOCES-developed assessment | Schodack Central School developed 7th grade Social Studies Benchmark Assessment |
| 8 | District, regional or BOCES-developed assessment | Schodack Central School developed 8th grade Social Studies Benchmark Assessment |

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

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|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | <p>The development of the Student Learning Objectives will be overseen by the building principal for each building – K-5, 6 – 8, and 9 – 12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.</p> <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined in the</p> |
|---|---|

| | |
|---|---|
| | Student Learning Objective. See Attached Schodack Approved HEDI Chart |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Effective (9 - 17 points) Results meet District goals for similar students. | Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
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2.6) High School Social Studies Regents Courses

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

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

| | Assessment |
|---|---|
| Global 1 District, regional, or BOCES-developed assessment | Schodack Central School developed Global 1 Benchmark Assessment |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The development of the Student Learning Objectives will be overseen by the building principal for each building – K-5, 6 – 8, and 9 – 12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria. |
|---|--|

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined in the Student Learning Objective.

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See Attached Schodack Approved HEDI Chart

| | |
|---|---|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
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| Developing (3 - 8 points) Results are below District goals for similar students. | Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |

2.7) High School Science Regents Courses

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

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

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

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

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

The development of the Student Learning Objectives will be overseen by the building principal for each building – K-5, 6 – 8, and 9 – 12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data

and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined in the Student Learning Objective.

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See Attached Schodack Approved HEDI Chart

| | |
|---|---|
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Effective (9 - 17 points) Results meet District goals for similar students. | Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Developing (3 - 8 points) Results are below District goals for similar students. | Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |

2.8) High School Math Regents Courses

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

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

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

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

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

The development of the Student Learning Objectives will be overseen by the building principal for each building – K-5, 6 – 8, and 9 – 12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined in the Student Learning Objective.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined in the Student Learning Objective.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined in the Student Learning Objective.

See Attached Schodack Approved HEDI Chart

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

Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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 | Schodack Central School developed 9th grade ELA Benchmark Assessment |
| Grade 10 ELA | District, regional or BOCES-developed assessment | Schodack Central School developed 10th grade ELA Benchmark Assessment |
| Grade 11 ELA | Regents assessment | Regents assessment |

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

| | |
|--|--|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p> | <p>The development of the Student Learning Objectives will be overseen by the building principal for each building – K-5, 6 – 8, and 9 – 12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.</p> <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined in the Student Learning Objective.</p> <p>See Attached Schodack Approved HEDI Chart</p> |
| <p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p> | <p>Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Effective (9 - 17 points) Results meet District goals for similar students.</p> | <p>Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Developing (3 - 8 points) Results are below District goals for similar students.</p> | <p>Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |

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

Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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 |
|--------------------------------------|---------------------------------------|--|
| Physical Education K-12 | District, Regional or BOCES-developed | Schodack Central School developed assessment |
| Music Education (Band / Chorus) K-12 | District, Regional or BOCES-developed | Schodack Central School developed assessment |
| Art Education K - 12 | District, Regional or BOCES-developed | Schodack Central School developed assessment |
| Technology / Career Education 6 - 12 | District, Regional or BOCES-developed | Schodack Central School developed assessment |
| FACS 6 - 8 Middle School | District, Regional or BOCES-developed | Schodack Central School developed assessment |
| LOTE 8 - 12 MS / HS | District, Regional or BOCES-developed | Schodack Central School developed assessment |
| Business Education 9 - 12 HS | District, Regional or BOCES-developed | Schodack Central School developed assessment |
| Health Education MS / HS | District, Regional or BOCES-developed | Schodack Central School developed assessment |
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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.

| | |
|--|---|
| <p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p> | <p>The development of the Student Learning Objectives will be overseen by the building principal for each building – K-5, 6 – 8, and 9 – 12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.</p> |
|--|---|

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined in the Student Learning Objective.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined in the Student Learning Objective.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined in the Student Learning Objective.

See Attached Schodack Approved HEDI Chart

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

Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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/5364/138971-TXEttx9bQW/Schodack Central School District Growth State Assessments.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.

For 2012-2013, the locally developed controls used to set the goals for Comparable Growth Measures will include student prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, and to the extent possible, pre-assessment data and other student performance data that aligns with the content being taught. Based on that information, teachers will set a goal of achievement within a range of 50% to 80% growth. The rationale for including these factors is to provide guidance in setting goals across the district and between buildings that are attainable for both students and teachers. From year to year, any classroom teacher's composition of students can vary dramatically, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable goals for teachers based on these factors.

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/rtt/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 Monday, June 04, 2012

Updated Friday, August 24, 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 | I-Ready Diagnostic Assessment Reading |
| 5 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Reading |
| 6 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Reading |
| 7 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Reading |
| 8 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Reading |

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>All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart</p> <p>Highly Effective (14 - 15 points) Results are well-above state average for similar students (or District goals if no state test). 81% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Effective (8 - 13 points) Results meet state average for similar students (or District goals if no state test). 51% - 80% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 32% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 31% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>(see attached).</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>Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject. (See Attached Chart)</p> |
| <p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</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 | I-Ready Diagnostic Assessment Math |
| 5 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Math |
| 6 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Math |
| 7 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Math |
| 8 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Math |

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>All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart</p> <p>Highly Effective (14 - 15 points) Results are well-above state average for similar students (or District goals if no state test). 81% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Effective (8 - 13 points) Results meet state average for similar students (or District goals if no state test). 51% - 80% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 32% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 31% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>(see attached).</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>Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for</p> | <p>Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for</p> |

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/5139/138799-rhJdBgDruP/Schodack Centrak School District Local Measures for Teachers.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 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Reading |
| 1 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Reading |
| 2 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Reading |
| 3 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Reading |

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>All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart.</p> <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Developing (3 - 8 points) Results are below state average for</p> |
|--|---|

similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level. See Attached HEDI Chart

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

Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Math |
| 1 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Math |
| 2 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment Math |
| 3 | 4) State-approved 3rd party assessments | I-Ready Diagnostic Assessment 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.

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.

All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level.

The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level. See Attached HEDI Chart

| | |
|---|---|
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |

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 | Schodack Central School District developed 6th grade Science End of Year Benchmark Assessment. |
| 7 | 5) District, regional, or BOCES–developed assessments | Schodack Central School District developed 7th grade Science End of Year Benchmark Assessment. |
| 8 | 5) District, regional, or BOCES–developed assessments | Schodack Central School District developed 8th grade Science End of Year Benchmark Assessment. |

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

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this | All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the |
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.

acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level.

The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level. See Attached HEDI Chart

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

Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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 | Schodack Central School District developed 6th grade Social Studies End of Year Benchmark Assessment |
| 7 | 5) District, regional, or BOCES–developed assessments | Schodack Central School District developed 7th grade Social Studies End of Year Benchmark Assessment |
| 8 | 5) District, regional, or BOCES–developed assessments | Schodack Central School District developed 8th grade Social Studies End of Year Benchmark Assessment |

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

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

| | |
|--|---|
| <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>All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart.</p> <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level. See Attached HEDI Chart</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>Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)</p> |

3.8) High School Social Studies

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|------------------|--|---|
| Global 1 | 5) District, regional, or BOCES–developed assessments | Schodack Central School District developed Global 9 End of Year Benchmark Assessment. |
| Global 2 | 3) Teacher specific achievement or growth score computed locally | Global 10 Regents Exam |
| American History | 3) Teacher specific achievement or growth score computed locally | American History Regents Exam |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | <p>All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart.</p> <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level. See Attached HEDI Chart</p> |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |

| | |
|--|--|
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |

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 | Schodack Central School District developed Living Environment Assessments. |
| Earth Science | 5) District, regional, or BOCES–developed assessments | Schodack Central School District developed Earth Science Assessments. |
| Chemistry | 5) District, regional, or BOCES–developed assessments | Schodack Central School District developed Chemistry Assessments. |
| Physics | 5) District, regional, or BOCES–developed assessments | Schodack Central School District developed Physics Assessments. |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | <p>All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart.</p> <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined to achieve</p> |
|---|--|

proficiency on a comparable exam for their subject/grade level.
 Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level. See Attached HEDI Chart

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

Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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 | Schodack Central School District developed Algebra 1 Assessments. |
| Geometry | 5) District, regional, or BOCES–developed assessments | Schodack Central School District developed Geometry Assessments. |
| Algebra 2 | 5) District, regional, or BOCES–developed assessments | Schodack Central School District developed Algebra 2 Assessments. |

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.

All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level.

The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level. See Attached HEDI Chart

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

Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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 | Schodack Central School District developed Grade 9 ELA End of Year Benchmark Assessment. |

| | | |
|--------------|--|---|
| Grade 10 ELA | 5) District, regional, or BOCES–developed assessments | Schodack Central School District developed Grade 10 ELA End of Year Benchmark Assessment. |
| Grade 11 ELA | 3) Teacher specific achievement or growth score computed locally | Comprehensive Regents Exam |

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

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

| | |
|---|---|
| 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>All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart.</p> <p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level. See Attached HEDI Chart</p> |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart) |

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 |
|--------------------------------------|---|--|
| Physical Education K-12 | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| Music Education (Band / Chorus) K-12 | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| Art Education K-12 | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| Technology / Career Education 6 - 12 | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| FACS 6 - 8 MS | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| LOTE 8 - 12 MS / HS | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| Business Education 9 - 12 HS | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| Health Education MS / HS | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| 9 - 12 Mathematics non-regents | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| 9 - 12 Social Studies non-regents | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| 9 - 12 English non-regents | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| 9 - 12 Science non-regents | 5) District/regional/BOCES–developed | Schodack Central School developed Assessments. |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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>All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>The teacher will conference with the principal to review the</p> |
|--|---|

achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level. See Attached HEDI Chart

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

Results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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

Results are well-below District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.(See Attached Chart)

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/5139/138799-y92vNseFa4/Schodack Central School District Locally Selected Measures of Student Achievement for All Other Teachers.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.

For 2012-2013, the locally developed controls used to set the goals for Locally-Selected Measures will include student prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, and to the extent possible, pre-assessment data and other student performance data that aligns with the content being taught. Based on that information, teachers will set a goal of achievement within a range of 50% to 80% growth. The rationale for including these factors is to provide guidance in setting goals across the district and between buildings that are attainable for both students and teachers. From year to year, any classroom teacher's composition of students can vary dramatically, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable goals for teachers based on these factors.

3.15) Teachers with More Than One Locally Selected Measure

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

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

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, June 05, 2012

Updated Friday, August 24, 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.)

Danielson's Framework for Teaching (2011 Revised Edition)

(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?

No

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

Option A for Teachers

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

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

assets/survey-uploads/5091/139127-2UoxI2HPmn/Form 4_2_Schodack Option B.doc

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.

Members of the Professional Development Planning Committee and Professional Practices Council, in collaboration with the Schodack Central School District's administrative team, worked to define a process for assigning points and determining HEDI ratings using the teacher practice rubric. A Framework for Teaching/Teachscape by Charlotte Danielson will be used by the district as the teacher practice rubric. The classroom observation, and overall teaching performance, will be evaluated based on the following four domains:

*Domain One: Planning and Preparation;
 Domain Two: The Classroom Environment;
 Domain Three: Instruction; and*

Domain Four: Professional Responsibilities.

The annual professional performance review for a teacher consists of one of the following two classroom observation options:

Option A: 2 Observations count for the full 60%

- 1 Announced – 40 Points (10 points per domain) (see Performance Review of Teachers)*
- 1 Unannounced with follow up e-mails 20 Points (5 points per domain)*

Option B: 2 Observations count for 40%, with 20% coming from a structured review of professional artifacts.

- Announced – 28 Points (7 points per domain) (see Performance Review of Teachers)*
- Unannounced – 12 Points (3 points per domain)*

Structured Review – 20 Points (5 points per domain)

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

(No response)

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

| | |
|---|--|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | Teachers who receive a total score of 41-60 will be deemed highly effective, indicating that their overall performance exceeds the NYS Teaching Standards. |
| Effective: Overall performance and results meet NYS Teaching Standards. | Teachers who receive a total score of 16-40 will be deemed effective, indicating that their overall performance meets the NYS Teaching Standards. |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | Teachers who receive a total score of 6-15 will be deemed developing, indicating that their overall performance does not yet meet the NYS Teaching Standards, and improvement is needed. |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | Teachers who receive a total score of 0-5 will be deemed ineffective, indicating that their overall performance is furthest from meeting the NYS Teaching Standards. |

Provide the ranges for the 60-point scoring bands.

| | |
|------------------|-------|
| Highly Effective | 41-60 |
| Effective | 16-40 |
| Developing | 6-15 |
| Ineffective | 0-5 |

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 | 3 |
| 4.6) Observations of Probationary Teachers Enter Total | 6 |

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, June 05, 2012
Updated Friday, August 24, 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 | 41 - 60 |
| Effective | 16 - 40 |
| Developing | 6 - 15 |
| Ineffective | 0 - 5 |

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, June 04, 2012
Updated Friday, August 24, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/138807-Df0w3Xx5v6/Teacher Improvement Plans_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:

Time Frame for filing an Appeal:

All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her final composite score of the annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed

a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

Once an appeal has been filed, the district has 10 calendar days to deliver a response to the teacher and the Superintendent, as well as to the SFA President when applicable. The appeal and district response will be utilized in rendering a decision.

Decision:

A decision shall be rendered by the superintendent of schools concerning a final composite APPR score except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the board of education shall appoint another person to decide the appeal. A decision shall be rendered by the superintendent of schools or designee and the Schodack Faculty Association President or designee concerning a teacher improvement plan. The Superintendent must render a decision in writing within 10 calendar days of receiving the district response concerning the final APPR composite score. This decision may uphold the rating or assign a new rating based upon the collected evidence. The determination of the appeal pursuant to the above process is final and binding and not subject to any further appeal. The superintendent or designee and the Schodack Faculty Association President or designee must render a decision within 10 calendar days of receiving the district response concerning the TIP. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewers may modify the TIP. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

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.

To assure that the Schodack Central School District's lead evaluators are fully trained and highly qualified to evaluate teachers, the entire administrative team (including principals, the director and superintendent) attended the following training sessions offered by the Questar III BOCES as part of the Race to the Top Initiative:

"APPR - Evidenced Based Observation and Rating Using Approved SED Teacher Rubrics" Training (Part I and Part II) offered over two days (September 19 and 20, 2011)

"Danielson Framework for Teaching - Rubric Specific" Training, facilitated by the Magellan Foundation, offered in a full day training (October 14, 2011)

"Principal Lead Evaluator Training" offered over two days (July 2 and 3, 2012)

To ensure inter-rater reliability, the lead evaluators will observe various teachers as a team, working across all three school buildings, with follow up meetings to ensure that all evaluators are applying the rubric and assigning scores fairly and consistently.

The process to certify and re-certify lead evaluators will include continued training, annually, through Questar III BOCES. In addition, the district is purchasing Teachscape software to be used in the evaluation of teachers. This software includes a professional development module as well as a component to ensure inter-rater reliability.

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)

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Updated Friday, August 24, 2012

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

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

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

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

| |
|---------------------------------|
| Castelton Elementary School K-5 |
| Maple hill Middle School 6 - 8 |
| Maple Hill High School 9 - 12 |
| (No response) |
| (No response) |
| (No response) |
| (No response) |

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

| School or Program Type | SLO with Assessment Option | Name of the Assessment |
|------------------------|----------------------------|------------------------|
| N/A | | N/A |
| N/A | | N/A |
| N/A | | N/A |

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

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

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.

NA

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 Tuesday, June 26, 2012
Updated Friday, August 24, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|------------------------------------|
| K - 5 | (d) measures used by district for teacher evaluation | I-Ready Diagnostic Assessment Math |
| 6-8 | (d) measures used by district for teacher evaluation | I-Ready Diagnostic Assessment Math |
| 9-12 | (e) 4, 5, and/or 6-year high school grad and/or dropout rates | 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>All principals will be required to identify a percentage of all the students in their building or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level.</p> <p>The principal will conference with the superintendent to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the superintendent will review with the principal the Schodack approved HEDI chart (see attached).</p> |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Elementary and Middle School results are well-above District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject. See Attached HEDI Chart for Point Values. High School Principal will need to have |

a percentage of 4 year HS graduates greater than or equal to 91%. See Attached HEDI Chart for Graduation Values.

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

Elementary and Middle School results meet District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject. See Attached HEDI Chart for Point Values. High School Principal will need to have a percentage of 4 year HS graduates between 76% and 90%.

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

Elementary and Middle School results are below District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject. See Attached HEDI Chart for Point Values. High School Principal will need to have a percentage of 4 year HS graduates between 65% and 75%.

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

Elementary and Middle School results are well below District or BOCES -adopted expectations for growth or achievement of student learning standards for grade/subject. See Attached HEDI Chart for Point Values. High School Principal will need to have a percentage of 4 year HS graduates of 64% and less.

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

(No response)

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

[assets/survey-uploads/5366/146072-qBFVOWF7fC/Schodack Approved Final HEDI Principal Charts.pdf](#)

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

- (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 |
|---------------------|---|------------|
| N/A | | N/A |
| | | |
| | | |
| | | |
| | | |
| | | |

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. | N/A |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | N/A |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | N/A |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | N/A |

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

N/A

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.

NA

8.4) Principals with More Than One Locally Selected Measure

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

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

8.5) Assurances

Please check all of the boxes below:

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

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

| | |
|---|----|
| Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points] | 40 |
|---|----|

| | |
|--|----|
| 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. | 20 |
|--|----|

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 | Checked |
| 9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source) | Checked |

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.

Please see attached Principal APPR agreement for details

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/5143/146527-pMADJ4gk6R/Schodack Principal APPR.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 who receive a total score of 41-60 will be deemed highly effective, indicating that their overall performance exceeds the NYS Teaching Standards. Point values: 41 - 60 LCI Multidimensional rubric for principal evaluation |
| Effective: Overall performance and results meet standards. | Principals who receive a total score of 16-40 will be deemed effective, indicating that their overall performance meets the NYS Teaching Standards. Point values: 16 - 40 LCI Multidimensional rubric for principal evaluation |
| Developing: Overall performance and results need improvement in order to meet standards. | Principals who receive a total score of 6 - 15 will be deemed effective, indicating that their overall performance meets the NYS Teaching Standards. Point values: 6 - 15 LCI Multidimensional rubric for principal evaluation |
| Ineffective: Overall performance and results do not meet standards. | Principals who receive a total score of 16-40 will be deemed ineffective, indicating that their overall performance meets the NYS Teaching Standards. Point values: 0 - 5 LCI Multidimensional rubric for principal evaluation |

Please provide the locally-negotiated 60 point scoring bands.

| | |
|------------------|---------|
| Highly Effective | 41 - 60 |
|------------------|---------|

| | |
|-------------|---------|
| Effective | 16 - 40 |
| Developing | 6 - 15 |
| Ineffective | 0 - 5 |

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

| | |
|------------------|---------|
| Highly Effective | 41 - 60 |
| Effective | 16 - 40 |
| Developing | 6 - 15 |
| Ineffective | 0 - 5 |

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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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/5276/146073-Df0w3Xx5v6/PIP_Schodack.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:

*Schodack Central School District
Principal APPR Appeal Process*

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

(1)The substance of the annual professional performance review;

(2) The school district’s or board of cooperative educational services’ adherence to the standards and methodologies required for such reviews;

(3) The adherence to Commissioner’s Regulations, as applicable to such reviews;

(4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

(5) The school district’s or board of cooperative educational services’ issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIMEFRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district’s response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*
- b. The hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.*
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.*
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.*
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review 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.

OTHER

- 1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.*
- 2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.*
- 3. The district and unit agree that hearing officers shall be paid no more than \$_____ for the hearing date, analysis of documents, and production of the decision. This cost shall be the responsibility of the district.*
- 4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
- 5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.*

11.4) Training and Certification of Lead Evaluators and Evaluators

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

To assure that the Schodack Central School District's lead evaluators are fully trained and highly qualified to evaluate teachers and principals, the entire administrative team (including principals, the director and superintendent (who will evaluate the principals) attended the following training sessions offered by the Questar III BOCES as part of the Race to the Top Initiative:

"New York State Teaching Standards Training," "ISLLC Standards Training," and "APPR - Evidenced Based Observation and Rating Using Approved SED Teacher Rubrics" Training (Part I and Part II) offered over two days (September 19 and 20, 2011)

"Danielson Framework for Teaching - Rubric Specific" Training, facilitated by the Magellan Foundation, offered in a full day training (October 14, 2011)

"MPPR - Multi-Dimensional Principal Performance Rubric Training", "Principal Lead Evaluator Training" offered over two days (July 2 and 3, 2012)

"Use of the Student Growth Percentile Model and the Value Added Growth Model", facilitated by Questar III BOCES on (August 3, 2012)

To ensure inter-rater reliability, the lead evaluators will observe various teachers as a team, working across all three school buildings, with follow up meetings to ensure that all evaluators are applying the rubric and assigning scores fairly and consistently.

The process to certify and re-certify lead evaluators of both teachers and principals will include continued training, annually, through Questar III BOCES. In addition, the district is purchasing Teachscape software to be used in the evaluation of teachers. This software includes a professional development module as well as a component to ensure inter-rater reliability.

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 Tuesday, June 26, 2012

Updated Friday, August 24, 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/5581/146076-3Uqgn5g9Iu/Resubmission Signatures.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.

Schodack Central School District

HEDI Criteria Chart

Schodack Central School District Growth on State Assessments or Comparable Measures for Teachers

| | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | | | | | INEFFECTIVE | | | |
|----|-----------|-----|-----|-----|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|-----|-----|-----|-------------|-----|----------|-----|
| | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | | | |
| 20 | 19 | 93% | 90% | 86% | 82% | 77% | 72% | 67% | 63% | 59% | 55% | 51% | 49% | 47% | 44% | 41% | 38% | 36% | 22% | 16% | 0% - 15% | |
| | | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 21% |
| | | 96% | 92% | 89% | 85% | 81% | 76% | 71% | 66% | 62% | 58% | 54% | 50% | 48% | 46% | 43% | 40% | 37% | 35% | | | |

The development of the Student Learning Objectives will be overseen by the building principal for each building – K-5, 6 – 8, and 9 – 12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual/group Student Learning Objectives. Each SLO will be aligned with the Common Core, State or National Standards, as well as any school or district priorities. As per the NYS Education regulations, teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the District HEDI criteria.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined in the Student Learning Objective.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined in the Student Learning Objective.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined in the Student Learning Objective.

Schodack Central School District

Schodack Central School District Local Measures for Teachers HEDI Chart

| | Effective | | | | | | | | | | | Developing | | | | Ineffective | |
|----|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------------|--------|--------|-------|-------------|--|
| | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | | |
| 15 | 81-97% | 70-80% | 66-69% | 62-65% | 59-61% | 55-58% | 51-54% | 47-50% | 44-46% | 40-43% | 36-39% | 32-35% | 29-31% | 14-28% | 0-13% | | |

All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart

Highly Effective (14 - 15 points) Results are well-above state average for similar students (or District goals if no state test). 81% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Effective (8 - 13 points) Results meet state average for similar students (or District goals if no state test). 51% - 80% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 32% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 31% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Schodack Central School District

HEDI Criteria Chart

Schodack Central School District Locally Selected Measures of Student Achievement for All Other Teachers

| | EFFECTIVE | | | | | | | | | | DEVELOPING | | | | | | INEFFECTIVE | | | | | |
|------------|-----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------|-----|-----|-----|-----|-----|-------------|-----|-----|-----|-----|-----|
| | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | | | |
| 20 | 19 | 93% | 90% | 86% | 82% | 77% | 72% | 67% | 63% | 59% | 55% | 51% | 49% | 47% | 44% | 41% | 38% | 36% | 22% | 16% | 0% | 15% |
| 97% - 100% | - | 96% | 92% | 89% | 85% | 81% | 76% | 71% | 66% | 62% | 58% | 54% | 50% | 48% | 46% | 43% | 40% | 37% | - | - | 35% | 21% |

All staff will be required to identify a percentage of all their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to achieve proficiency on a comparable exam for their subject/grade level. The teacher will conference with the principal to review the achievement goals and ensure that all goals are rigorous. Based on the approved goals, the principal will review with the teacher the Schodack approved HEDI chart.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 90% - 100% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 51% - 89% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 36% - 50% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0% - 35% of the students achieve or exceed the target determined to achieve proficiency on a comparable exam for their subject/grade level.

Teacher Improvement Plans:

A: For any teacher whose performance, based on overall composite effectiveness score, is evaluated as developing or ineffective based upon evidence clearly documented in the Annual Professional Performance Review (APPR), a Teacher Improvement Plan (TIP) will be developed between the supervisor and the teacher (Exhibit 8). The TIP shall be provided as soon as practicable, but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. The TIP shall be developed in consultation with the teacher, and union representation shall be afforded at the teacher's request.

B: The Parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action. The TIP shall address areas identified as in need of improvement. Supportive interventions may include but are not limited to classroom observation, assignment of a peer mentor and in-service courses relevant to the areas of weakness. A peer mentor, if assigned, will maintain a confidential relationship with the teacher involved in the TIP. The District will support, to the extent possible, the costs associated with the implementation of the TIP. If agreed upon, a third person or persons may become part of the TIP.

C. The TIP will become the teacher's plan for that school year. The supervisor and teacher shall establish a schedule of meetings to periodically monitor progress in the areas in need of improvement. The Association president shall be timely informed whenever a teacher is placed on a TIP and, with the agreement of the teacher, shall be provided with a copy of the TIP (Exhibit 9).

D. A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of a TIP, may seek relief through the APPR appeals process with a final determination by the Superintendent or designee and Schodack Faculty President or designee only.

___ Instructional Staff

SCHODACK CENTRAL SCHOOL DISTRICT

Teacher Improvement Plan

- I. Area(s) of Needed Improvement Identified by APPR Process

- II. Strategies and Actions the Teacher Will Implement to Address Areas Identified in Need of Improvement

- III. Strategies and Actions the District Will Make Available to the Teacher

- IV. Timeline of Meetings Between Teacher and Supervisor to Monitor Progress
in area(s) identified in Need of Improvement.

- V. Evidence to demonstrate satisfactory completion of TIP, and document progress in the area of needed improvement.

Teacher

Supervisor

Date

Form 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.

Fill in the group of teachers covered (e.g., "probationary teachers"):

Teachers – Option B

| | |
|--|----|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 40 |
| One or more observation(s) by trained independent evaluators | |
| Observations by trained in-school peer teachers | |
| Feedback from students using State-approved survey tool | |
| Feedback from parents/caregivers using State-approved survey tool | |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts | 20 |

Schodack Central School District

Schodack Central School District Principal HEDI Chart

| | Effective | | | | | | | | | | Developing | | | | Ineffective | |
|------------------|-----------|--------|--------|----------|----------|---------|---------|---------|---------|---------|------------|---------|---------|---------|-------------|--------|
| | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Highly Effective | 98 - 100% | 81-97% | 70-80% | 66 - 69% | 62 - 65% | 59- 61% | 55- 58% | 51- 54% | 47- 50% | 44- 46% | 40- 43% | 36- 39% | 32- 35% | 29- 31% | 14- 28% | 0- 13% |

Schodack Central School District Four Year Graduation Rate

| | Effective | | | Developing | | | Ineffective | | |
|---|--|---|---|------------|-----------|-------------|-------------|--|--|
| | Highly Effective | Effective | Ineffective | Developing | Effective | Ineffective | | | |
| 15 points: 96% – 100% graduating 14 points: 91% – 95% graduating | 13 points: 89-90% graduating 12 points: 86-88% graduating 11 points: 83-85% graduating 10 points: 81-82% graduating 9 points: 79-80% graduating 8 points: 76-78% graduating | 7 points: 74-75% graduating 6 points: 72-73% graduating 5 points: 70-71% graduating 4 points: 68-69% graduating 3 points: 65%- 67% graduating | 2 points: 50% – 64% graduating 1 point: 43% – 49% graduating 0 points: 42% or less graduating | | | | | | |

Principal APPR Agreement

Between the Schodack Administrator's Association

And

The Schodack Central School District

SECTION I: GENERAL AGREEMENT

APPR Addendum to the collective bargaining agreement between the Schodack Administrators Association and the Schodack Central School District, Covering the period: July 1, 2012 through June 30, 2013

Reference in contract:

Article 11: Administrator Evaluation

Whereas the parties above are obligated to negotiate APPR provisions for principals consistent with Education Law 3012-c and subsequent NYSED regulation, they hereby agree to the following:

1. Application:
 - This provision shall apply only to the title of principal.
 - This provision shall sunset on June 30, 2013 with implementation to begin on July 1, 2012.
 - Should the law (3012-c) of 2012, the corresponding regulations or NYSED guidance regarding 3012-c change from what was in place at the time of this agreement, the agreement shall be renegotiated to be consistent with further changes in law, regulation or NYSED guidance.
 - For evaluations in 2012-13 done under this agreement, no ineffective rating shall be utilized in the expedited 3020-a process outlined in 3012-c.
2. The superintendent shall be the lead evaluator for principals.
3. The 20 or 25 points for student growth measures shall be the state provided score. Where there is no state score generated, the principal shall develop Student Learning Objectives (SLO) for approval by the superintendent for the 20 points comparable measure. They shall be developed by October 15. The superintendent shall meet with the principals and provide the decision on approval within 5 days of submission by the principal.
4. The 15 or 20 points for locally selected measures of student achievement shall be based on an achievement target setting process to produce annual Local Achievement Targets (LAT) to be mutually agreed upon between the principal and superintendent. The plan developed shall include what approved assessment measures will be utilized, what expectations will be set and how points will be earned regarding achievement in relation to the targets. LATs will be consistent with established district goals. The superintendent shall verify comparability and rigor in the utilization of this achievement target-setting process as required by regulation. For all measures, the cohort of students utilized shall only include those continuously enrolled from BEDS Day to June 15 annually. For all targets, the superintendent and principal shall identify measures from the following NYSED identified options:
 - Student performance on any district-wide locally selected assessments approved for use in teacher evaluations. (*SEE SECTION VII for specific approved assessments used in the district.*) **[ES/MS/HS]**

- Achievement on state tests (e.g., % proficient or advanced) in ELA and Math grades 4 to 8 **[ES/MS]**
- Growth or achievement for student subgroups (SWD, ELL) on State Assessments in ELA and Math grades 4 to 8 **[ES/MS]**
- Growth or achievement for student in ELA and Math grades 4 to 8 starting at specific performance levels (e.g. level 1, 2) on state or other assessments. **[ES/MS]**
- Percent of cohort achieving specified scores on Regents exams, AP, IB or other Regents-equivalents **[HS]**
- Graduation rates (4,5,6 years) and/or drop-out rates **[HS]**
- Graduation % with Advanced Regents designation and/or honors **[HS]**
- Credit accumulation (e.g. 9th and 10th grade) or other strong predictor of progress to graduation **[HS]**
- Student Learning Objectives if principals do not have state-provided growth or value-added measures for the growth subcomponent (1st 20%) **[ES/MS/HS]**

(SEE SECTION II)

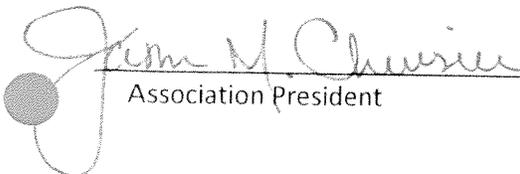
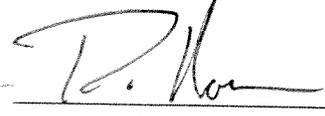
5. The district shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for the 60 “Other” points allocated to measures of leadership and management. This shall be according to the attached instrument. The superintendent’s assessment shall be based on at least 3 visits of 30 minutes or more to the school, while in session. Two will be as agreed to between the superintendent and principal, one will be unannounced. Visits are to be completed no later than April 30. The two additional sources of information for the superintendent’s consideration in utilizing the rubric and instrument shall be:
 - a. A portfolio of school documents related to components of the rubric. These shall be provided to the superintendent by May 31. ***(SEE SECTIONS III and VII)***
 - b. The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management: 1.) The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15, including identification of actions to be taken to address components and district resources to be made available to the principal and building. 2.) No later than May 31, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.
 - c. The principal’s self-analysis on the rubric for the superintendent’s consideration and discussion.

6. As per NYSED regulation, the method for assigning subcomponent points will identify how points will be awarded within four performance levels (HEDI) for the “local measures of student achievement” and the “other measures of effectiveness” subcomponents using the following standards:

| Level | Achievement Growth Measures | Local assessment of growth or achievement | Other Measures (principal 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 of student learning standards for grade/subject. | Overall performance and results exceed 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 of student learning standards for grade/subject. | Overall performance and results meet 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 of student learning standards for grade/subject. | Overall performance and results need improvement in order to meet 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 of student learning standards for grade/subject. | Overall performance and results do not meet standards. |

(SEE SECTION IV)

7. Final evaluations shall be provided to principals no later than September 1 annually. Scores and ratings on Locally Selected Measures of Achievement and the “Other Measures” of Effectiveness shall be provided no later than June 30 annually. If data for the Locally Selected Measures of Achievement is not available by June 30, that score and rating shall be provided within 10 business days of receipt of those achievement results.
8. Improvement plans for principals with developing or ineffective ratings shall be according to the attached format and process. Such plans shall be mutually agreed upon within 10 school days at the beginning of the year annually. **(SEE SECTION V)**
9. An appeal of a principal’s evaluation shall be only for ineffective and developing ratings or any rating tied to compensation. The reasons for appeal shall be those identified in 3012-c. The attached appeal process shall be utilized. An appeal of an evaluation may NOT be initiated prior to the issuance of the final composite score and rating. **(SEE SECTION VI)**
10. That the parties agree to enter into negotiations for a successor addendum no later than April 1, 2013.


 Association President
 1/6/28/12
 Date
 
 Superintendent
 1/6/29/12
 Date

LOCAL ACHIEVEMENT MEASURES FOR PRINCIPALS (15 PTS. OR 20 PTS.)

LOCAL ACHIEVEMENT TARGETS (LAT): RATINGS AND SCORES – PAGE 2

**HEDI SCORING BANDS SET IN LAW AND REGULATION:
BOTH ACHIEVEMENT COMPONENTS PLUS COMPOSITE**

(BANDS FOR “OTHER MEASURES” NEGOTIABLE)

**POINT BANDS FOR 2011-12 GRADE 4-8 ELA/MATH AND 2012-13 FOR THOSE
FOR WHOM A VALUE-ADDED SCORE WILL NOT BE GENERATED:**

| Level | Measures of Student Growth (25%) | Local measures of student achievement (15%) | Overall Composite Score |
|------------------|----------------------------------|---|-------------------------|
| Highly Effective | 18-20 | 18-20 | 91-100 |
| Effective | 9-17 | 9-17 | 75-90 |
| Developing | 3-8 | 3-8 | 65-74 |
| Ineffective | 0-2 | 0-2 | 0-64 |

**POINT BANDS FOR 2012-13 WHEN A VALUE ADDED MODEL IS ADOPTED;
ONLY APPLIES TO THOSE WHO WILL GET A STATE VALUE ADDED SCORE:**

| Level | Measures of Student Growth (25%) | Local measures of student achievement (15%) | Overall Composite Score |
|------------------|----------------------------------|---|-------------------------|
| Highly Effective | 22-25 | 14-15 | 91-100 |
| Effective | 10-21 | 8-13 | 75-90 |
| Developing | 3-9 | 3-7 | 65-74 |
| Ineffective | 0-2 | 0-2 | 0-64 |

SECTION III: "OTHER" MEASURES OF EFFECTIVENESS (60 POINTS)

Schodack Central School District

Principal's Leadership and Management

Assessment Summary: LCI Multidimensional Rubric

Using the rubric, the superintendent will circle the descriptor for each item that best matches the principal's performance. Using a holistic approach, a HEDI rating shall then be determined for each domain and overall on the rubric. Based on the overall rating on the rubric, points will be assigned according to the ranges below.

Name of Principal _____

School Year _____

| Domain | Highly Effective | Effective | Developing | Ineffective |
|---|------------------|-----------|------------|-------------|
| Shared Vision of Learning | | | | |
| School Culture and Instructional Program | | | | |
| Safe, Efficient, Effective Learning Environment | | | | |
| Community | | | | |
| Integrity, Fairness, Ethics | | | | |
| Political, Social, Economic, Legal and Cultural Context | | | | |
| OPTIONAL –Other: Goal Setting and Attainment | | | | |

Overall Rating: Highly Effective Effective Developing Ineffective
(Circle one)

| Rubric Performance Levels and Score Scale | |
|--|--|
| <u>Performance Level</u> | <u>Points ranges negotiated (subject to negotiated revision should NYSED ranges change)</u> |
| Highly Effective | 41 - 60 |
| Effective | 16 - 40 |
| Developing | 6 - 15 |
| Ineffective | 0-5 |

Points Awarded 0-60: _____

SECTION IV: OVERALL EVALUATION SUMMARY

Schodack Central School District

Principal Annual Professional Performance Review Summary

Principal's Name _____

Position/Site _____

School Year _____

Evaluator's Name _____

Evaluator's visit dates _____

Date of Evaluation _____

| Evaluation Component | Points Range (check one in each of 1 st 2 boxes) | Points Earned | HEDI RATING | Comments |
|--|--|------------------|----------------|----------|
| State (or comparable) student achievement growth score | <input type="checkbox"/> 0 – 20 or <input type="checkbox"/> 0 – 25 | | | |
| Locally selected measures of student achievement Score | <input type="checkbox"/> 0 – 20 or <input type="checkbox"/> 0 – 15 | | | |
| Other Measures of Performance: Supervisor's Assessment of Leadership and Management: LCI Multidimensional Rubric | (0 – 60) | | | |
| OVERALL TOTAL POINTS | 0-100 | | | |

| HEDI Composite Scale (2011-12, 2012-13) | |
|--|--------|
| Highly Effective | 91-100 |
| Effective | 75-90 |
| Developing | 65-74 |
| Ineffective | 0-64 |

APPR Overall Rating (HEDI): _____

Supervisor's Signature and date _____

Principal's Signature and date _____

SECTION V: IMPROVEMENT PLAN

Schodack Central School District Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

SECTION VI: APPEAL PROCESS

**Schodack Central School District
Principal APPR Appeal Process**

CHALLENGES IN AN APPEAL:

Appeals are limited to those identified by Education Law §3012-c, as follows:

- (1) The substance of the annual professional performance review;
- (2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;
- (3) The adherence to Commissioner's Regulations, as applicable to such reviews;
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIMEFRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
- b. The hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review 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.

OTHER

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.
3. The district and unit agree that hearing officers shall be paid no more than \$_____ for the hearing date, analysis of documents, and production of the decision. This cost shall be the responsibility of the district.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

SECTION VII:

ADDITIONAL ATTACHMENTS

List of district's NYSED approved student achievement assessments for evaluation.

LCI Multidimensional Rubric, available as pdf from the following SED web site:

<http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/MultidimensionalPrincipalPerformanceRubric.pdf>



SECTION V: IMPROVEMENT PLAN

**Schodack Central School District
Principal Improvement Plan Process**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

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:

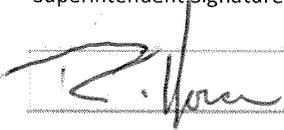
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next 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:

8/24/12



Teachers Union President Signature: Date:

8/23/12



Administrative Union President Signature: Date:

8/22/12



Board of Education President Signature: Date:

8/24/12

