



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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January 14, 2013

Brian D. Sherman, Superintendent
Schoharie Central School District
136 Academy Drive
Schoharie, NY 12157

Dear Superintendent Sherman:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Charles Dedrick

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, December 10, 2012

Updated Monday, January 14, 2013

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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 : 541201040000

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

541201040000

1.2) School District Name: SCHOHARIE CSD

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

SCHOHARIE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, December 10, 2012

Updated Monday, January 14, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

<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 Objective will be overseen by the building principal for each building Grades – K-6 and Grades 7-12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual growth targets. 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 based upon the percentage of students meeting or exceeding growth targets. See attached Schoharie 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>93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11 76% = 10 75% = 9 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>74% =8 72-73% = 7 69-71%= 6 68% = 5 67% = 4 66% = 3 Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>43%-65% = 2 21-42% = 1 0-20% = 0 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.</p>

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of the Student Learning Objective will be overseen by the building principal for each building Grades – K-6 and Grades 7-12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual growth targets. 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 based upon the percentage of students meeting or exceeding growth targets. See attached Schoharie approved HEDI chart.
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2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Schoharie Central School Grade 6 teachers are considered common branch teachers. They will be receiving a state growth measure score (ELA/Math).
7	District, regional or BOCES-developed assessment	Schoharie Central District developed Science 7 assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The development of the Student Learning Objective will be overseen by the building principal for each building Grades 7-12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual growth targets. 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 based upon the percentage of students meeting or exceeding growth targets.
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	See attached Schoharie approved HEDI chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	43%-65% = 2 21-42% = 1 0-20% = 0 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Schoharie Central School Grade 6 teachers are considered common branch teachers. They will be receiving a state growth measure score (ELA/Math).
7	District, regional or BOCES-developed assessment	Schoharie Central School District Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Schoharie Central School District Grade 8 Social Studies Assessment

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

<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 Objective will be overseen by the building principal for each building Grades 7-12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual growth targets. 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 based upon the percentage of students meeting or exceeding growth targets. See attached Schoharie approved HEDI chart.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.</p>
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<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>43%-65% = 2 21-42% = 1 0-20% = 0 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.</p>

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	Schoharie Central School District Global I developed 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 Objective will be overseen by the building principal for each building Grades 7-12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual growth targets. 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 based upon the percentage of students meeting or exceeding growth targets. See attached Schoharie approved HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
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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 Objective will be overseen by the building principal for each building Grades 7-12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual growth targets. 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 based upon the percentage of students meeting or exceeding growth targets. See attached Schoharie approved HEDI chart.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (9 - 17 points) Results meet District goals for similar students.	83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11 76% = 10 75% = 9 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.
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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	The development of the Student Learning Objective will be overseen by the building principal for each building
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Grades 7-12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual growth targets. 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 based upon the percentage of students meeting or exceeding growth targets. See attached Schoharie approved HEDI chart.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>93% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.</p>
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<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>43%-65% = 2 21-42% = 1 0-20% = 0 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.</p>

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	Schoharie Central District Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Schoharie Central District Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS English 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.

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 Objective will be overseen by the building principal for each building Grades 7-12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual growth targets. 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 based upon the percentage of students meeting or exceeding growth targets. See attached Schoharie approved HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (9 - 17 points) Results meet District goals for similar students.	83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11 76% = 10 75% = 9 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing (3 - 8 points) Results are below District goals for similar students.	74% =8 72-73% = 7 69-71%= 6

68% = 5
 67% = 4
 66% = 3
 Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject

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

43%-65% = 2
 21-42% = 1
 0-20% = 0
 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.

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
English 12	District, Regional or BOCES-developed	Schoharie Central School District Developed English 12 assessment
Composition 101	District, Regional or BOCES-developed	Schoharie Central School District developed Composition 101 assessment
Reading Enrichment	District, Regional or BOCES-developed	Schoharie Central School District developed Reading Enrichment assessment
Spanish Grade 8	District, Regional or BOCES-developed	Regionally developed Foreign Language Association Chairperson Supervisors' assessment for Spanish Grade 8
Spanish 2	District, Regional or BOCES-developed	Regionally developed Foreign Language Association Chairperson Supervisors' assessment for Spanish 2
Spanish Grade 7	District, Regional or BOCES-developed	Regionally developed Foreign Language Association Chairperson Supervisors' assessment for Spanish Grade 7
Success 101	District, Regional or BOCES-developed	Schoharie Central School District developed Success 101 assessment
Technology 8	District, Regional or BOCES-developed	Schoharie Central School District developed Technology 8 assessment
Family and Consumer Science	District, Regional or BOCES-developed	Schoharie Central School District developed Family and Consumer Science assessment
Keyboarding 6	District, Regional or BOCES-developed	Schoharie Central School District developed Keyboarding 6 assessment
Veterinary Science	District, Regional or BOCES-developed	Schoharie Central School District developed Veterinary Science assessment
High School Concert Band	District, Regional or BOCES-developed	Schoharie Central School District developed High School Concert Band assessment
Art 7	District, Regional or BOCES-developed	Schoharie Central School District developed Art 7 assessment
High School Concert Choir	District, Regional or BOCES-developed	Schoharie Central School District developed High School Concert Choir assessment

High School Physical Education	District, Regional or BOCES-developed	Schoharie Central School District developed High School Physical Education assessment
Jr. High School Physical Education	District, Regional or BOCES-developed	Schoharie Central School District developed Jr. High School Physical Education assessment
High School Health	District, Regional or BOCES-developed	Schoharie Central School District developed High School Health assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 Objective will be overseen by the building principal for each building Grades 7-12. The District will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual growth targets. 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 based upon the percentage of students meeting or exceeding growth targets. See attached Schoharie approved HEDI chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (9 - 17 points) Results meet District goals for similar students.	83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11 76% = 10 75% = 9 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing (3 - 8 points) Results are below District goals for similar students.	74% =8 72-73% = 7 69-71%= 6 68% = 5 67% = 4 66% = 3

Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject

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

43%-65% = 2
21-42% = 1
0-20% = 0

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

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/5364/272898-TXEttx9bQW/Schoharie Central School District HEDI Conversion Scale.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.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Friday, December 21, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	mCLASS: DIBELS Next
5	6(ii) School wide measure computed locally	mCLASS: DIBELS Next
6	6(ii) School wide measure computed locally	mCLASS: DIBELS Next
7	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 7 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

Each student in Grades 4-6 will be administered the mClassDIBEL Next Assessment three times per year. Baseline data will be recorded and a building-wide goal for performance will be determined. The number of students advancing one level or maintaining proficiency (defined by vendor) will be recorded and converted to a percent value. The percent score grade-wide will be converted to the district adopted HEDI score (see chart).

Each student in Grades 7 and 8 will be administered a Schoharie Central School District level assessment related to the common core learning standards. A pre- and post-assessment will be administered to the students. Baseline data will be recorded and a building-wide goal for performance will be determined. The number of students making progress from the pre-assessment or maintaining proficiency (75%) grade-wide will be recorded and converted to a percent value. The percent score will be converted to the district adopted HEDI score.

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

93-100% = 15
86-92% = 14

Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.

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

85% = 13
84% = 12
83% = 11
82% = 10
81% = 9
80% = 8

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

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

78-79% = 7
75-77% = 6
72-74% = 5
69-71% = 4
66-68% = 3

Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject

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

43-65% = 2
21-42% = 1

for grade/subject.

0-20% = 0

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

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	6(ii) School wide measure computed locally	Measures of Academic Progress Math
5	6(ii) School wide measure computed locally	Measures of Academic Progress Math
6	6(ii) School wide measure computed locally	Measures of Academic Progress Math
7	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 7 Math assessment
8	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 8 Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

Each student in Grades 4-6 will be administered the mClassDIBEL Next Assessment three times per year. Baseline data will be recorded and a building-wide goal for performance will be determined. The number of students making progress from the pre-assessment or maintaining proficiency (defined by MAP) will be recorded and converted to a percent value. The percent score grade-wide will be converted to the district adopted HEDI score (see chart).

Each student in Grades 7 and 8 will be administered a Schoharie Central School District level assessment related to the common core learning standards. A pre- and post-assessment will be administered to the students. Baseline data will be recorded and a building-wide goal for performance will be determined. The number of students making progress from the pre-assessment or maintaining proficiency (75%) grade-wide will be recorded and converted to a percent value. The percent score will be converted to the district adopted HEDI score.

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

93-100% = 15

86-92% = 14

Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% = 13
	84% = 12
	83% = 11
	82% = 10
	81% = 9
	80% = 8
Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	78-79% = 7
	75-77% = 6
	72-74% = 5
	69-71% = 4
	66-68% = 3
Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43-65% = 2
	21-42% = 1
	0-20% = 0
Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.	

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.

(No response)

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	6(ii) School-wide measure computed locally	mCLASS: DIBELS Next
1	6(ii) School-wide measure computed locally	mCLASS: DIBELS Next
2	6(ii) School-wide measure computed locally	mCLASS: DIBELS Next
3	6(ii) School-wide measure computed locally	mCLASS: DIBELS Next

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each child in grades K-3 will be administered the mClassDIBELS Next three times per year. Baseline data will be recorded and building-wide goal for performance will be determined. The number of students advancing one level or maintaining proficiency as defined by the vendor will be recorded and converted to a percent value. The percent score will be converted to the district adopted HEDI score grade-wide.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11 76% = 10 75% = 9 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% =8 72-73% = 7 69-71%= 6 68% = 5 67% = 4 66% = 3 Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43%-65% = 2 21-42% = 1 0-20% = 0 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.

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	6(ii) School-wide measure computed locally	Measures of Academic Progress for Primary Grades (Math)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress for Primary Grades (Math)

2	6(ii) School-wide measure computed locally	Measures of Academic Progress for Primary Grades (Math)
3	6(ii) School-wide measure computed locally	Measures of Academic Progress (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.	Each student in Grades K-2 will be administered the NWEA MAP for Primary Grades Assessment and students grade 3 will be administered the NWEA MAP for Math in October as the initial baseline standard and again as a summative assessment in May/June. The percentage of students grade-wide showing growth from the pre-test will align with the scoring bands listed below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11 76% = 10 75% = 9 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	74% =8 72-73% = 7 69-71%= 6 68% = 5 67% = 4 66% = 3 Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43%-65% = 2 21-42% = 1 0-20% = 0 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Schoharie Central School Grade 6 teachers are considered common branch teachers. They will be receiving a state growth measure score (ELA/Math).
7	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 7 Science assessment
8	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 8 Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students in grades 7 and 8 will be administered a Schoharie Central School District level assessment related to the common core learning standards. A pre and post assessment will be administered to students. Baseline data will be recorded and a building wide goal for performance will be determined. The number of students grade-wide making progress from the pre-assessment or maintaining proficiency (75%) will be counted and converted to a percent. The percent will be converted to a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11 76% = 10 75% = 9 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% =8 72-73% = 7 69-71%= 6 68% = 5 67% = 4 66% = 3 Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43%-65% = 2 21-42% = 1 0-20% = 0 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.
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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	Not applicable	Schoharie Central School Grade 6 teachers are considered common branch teachers. They will be receiving a state growth measure score (ELA/Math).
7	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 7 Social Studies assessment
8	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 8 Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students in grades 7 and 8 will be administered a Schoharie Central School District level assessment related to the common core learning standards. A pre and post assessment will be administered to students. Baseline data will be recorded and a building wide goal for performance will be determined. The number of students grade-wide making progress from the pre-assessment or maintaining proficiency (75%) will be counted and converted to a percent. The percent will be converted to a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11

76% = 10
 75% = 9
 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.

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

74% = 8
 72-73% = 7
 69-71% = 6
 68% = 5
 67% = 4
 66% = 3
 Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject

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

43%-65% = 2
 21-42% = 1
 0-20% = 0
 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.

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	6(ii) School wide measure computed locally	Schoharie Central School District developed 9th grade Global 1 assessment
Global 2	6(ii) School wide measure computed locally	Schoharie Central School District developed 10th grade Global 2 assessment
American History	6(ii) School wide measure computed locally	Schoharie Central School District developed 11th grade American History assessment

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

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

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.

Students in grades 9-12 will be administered a Schoharie Central School District level assessment related to the common core learning standards. A pre and post assessment will be administered to students. Baseline data will be recorded and a building wide goal for performance will be determined. The number of students

	grade-wide making progress from the pre-assessment or maintaining proficiency (75%) will be counted and converted to a percent. The percent will be converted to a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11 76% = 10 75% = 9 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% =8 72-73% = 7 69-71%= 6 68% = 5 67% = 4 66% = 3 Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43%-65% = 2 21-42% = 1 0-20% = 0 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.

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	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 10 Living Environment assessment
Earth Science	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 9 Earth Science assessment
Chemistry	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 11 Chemistry assessment

Physics	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 12 Physics assessment
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For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students in grades 9-12 will be administered a Schoharie Central School District level assessment related to the common core learning standards. A pre and post assessment will be administered to students. Baseline data will be recorded and a building wide goal for performance will be determined. The number of students grade-wide making progress from the pre-assessment or maintaining proficiency (75%) will be counted and converted to a percent. The percent will be converted to a HEDI score.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% =8 72-73% = 7 69-71%= 6 68% = 5 67% = 4 66% = 3 Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11 76% = 10 75% = 9 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43%-65% = 2 21-42% = 1 0-20% = 0 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.

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	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 9 Algebra 1 assessment
Geometry	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 10 Geometry assessment
Algebra 2	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 12 Algebra 2 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students in grades 9-12 will be administered a Schoharie Central School District level assessment related to the common core learning standards. A pre and post assessment will be administered to students. Baseline data will be recorded and a building wide goal for performance will be determined. The number of students grade-wide making progress from the pre-assessment or maintaining proficiency (75%) will be counted and converted to a percent. The percent will be converted to a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11 76% = 10 75% = 9 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% =8 72-73% = 7 69-71%= 6 68% = 5 67% = 4 66% = 3 Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43%-65% = 2 21-42% = 1 0-20% = 0 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.

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	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 9 ELA assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 10 ELA assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 11 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students in grades 9-12 will be administered a Schoharie Central School District level assessment related to the common core learning standards. A pre and post assessment will be administered to students. Baseline data will be recorded and a building wide goal for performance will be determined. The number of students grade-wide making progress from the pre-assessment or maintaining proficiency (75%) will be counted and converted to a percent. The percent will be converted to a HEDI score.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 82% = 16 81%= 15 80% = 14 79%= 13 78%= 12 77% = 11 76% = 10 75% = 9 Results meet District or BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74% =8 72-73% = 7 69-71%= 6 68% = 5 67% = 4 66% = 3 Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	43%-65% = 2 21-42% = 1 0-20% = 0 Results are well-below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject.

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
English 12	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 12 English assessment
Composition 101	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 12 English Composition 101 assessment
Reading Enrichment 7	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 7 Reading Enrichment assessment
Spanish 8	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 8 Spanish assessment
Spanish 2	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 9 Spanish 2 assessment
Spanish 7	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 7 Spanish assessment

Success 101 (Freshman Transition Course)	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 9 Freshman Transition Course assessment
Technology 8	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 8 Technology assessment
Family and Consumer Science	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 7 Family and Consumer Science assessment
Keyboarding 6	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 6 Keyboarding assessment
Veterinary Science	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 11 Veterinary Science assessment
Music Education (Band/Chorus) K-12	6(ii) School wide measure computed locally	Schoharie Central School District developed grade specific Music Education assessment
Art 7	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 7 Art assessment
Reading Enrichment 8	6(ii) School wide measure computed locally	Schoharie Central School District developed Grade 8 Reading Enrichment assessment
Physical Education K-12	6(ii) School wide measure computed locally	Schoharie Central School District developed grade specific Physical Education assessment
High School Health (grades 9-12)	6(ii) School wide measure computed locally	Schoharie Central School District developed grade specific Health assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students in grades K-12 will be administered a Schoharie Central School District level assessment related to the common core learning standards. A pre and post assessment will be administered to students. Baseline data will be recorded and a building wide goal for performance will be determined. The number of students grade-wide making progress from the pre-assessment or maintaining proficiency (75%) will be counted and converted to a percent. The percent will be converted to a HEDI score.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	93-100% =20 89-92%=19 86-88% = 18 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	83-85% = 17 82% = 16 81%= 15

80% = 14

79%= 13

78%= 12

77% = 11

76% = 10

75% = 9

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

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

74% =8

72-73% = 7

69-71%= 6

68% = 5

67% = 4

66% = 3

Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject

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

43%-65% = 2

21-42% = 1

0-20% = 0

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

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.

(No response)

3.14) Locally Developed Controls

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

(No response)

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.

Schoharie Central School District's process for combining multiple locally selected measures, will be taking the final score of the measures and combining the scores, ending with an average score. The average score will then be correlated to the District-Adopted

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 Monday, December 10, 2012

Updated Monday, January 14, 2013

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?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
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	29

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Members of the Schoharie Teacher's Association in collaboration with the Schoharie 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 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 the following two classroom observation options:

Option I: Observations count for the full 60 points

-Informal observation = 11 points

-Formal observation 1 = 20 points

-Formal observation 2 = 29 points

Option II: Observations account for 31 points and other measures of teacher effectiveness will account for 29 points.

-Informal observation = 11 points

-Formal observation = 20 points

-Other measures to include a peer review, professional goals, professional development, professional portfolio of student work, professional portfolio of classroom curriculum and lesson plans, service learning or a service learning project = 29 points

Please see attached documents for 0-60 point process.

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

[assets/survey-uploads/5091/272890-eka9yMJ855/schoharie_Teacher_Evaluation_Forms.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers who receive a total score of 59-60 points will be deemed highly effective, including 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 57-58 points 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 50-56 points 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 0-49 points 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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	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
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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 Monday, December 10, 2012

Updated Monday, January 14, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, December 21, 2012

Updated Monday, January 14, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/289700-Df0w3Xx5v6/Teacher Improvement Plan.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:

J. APPR Appeals (revised for 2nd submission)

1. Teacher Request for Supporting Documents

Within five (5) school days of receipt of the APPR, a teacher may request, in writing, that the administrator issuing the APPR provide the teacher a copy of any and all documents and written materials upon which the APPR was based. The authoring administrator shall provide all such documents to the teacher five (5) school days of the request. Only materials provided in response to the request shall

be considered in the deliberations as to the validity of the APPR.

2. Right to Appeal

- a. Only tenured teachers who receive an APPR rating of "ineffective" or "developing" may appeal their APPR through the procedure herein. A teacher may file only one appeal from a single APPR.*
- b. Probationary teachers may not file appeals through the procedure established herein but may file a written rebuttal which shall be attached to the APPR. Probationary teachers may only challenge claims of APPR procedural violations through the contractual grievance procedure.*

3. Filing of Appeal by Tenured Teacher

A tenured teacher may file a written appeal of the APPR within twenty-five (25) school days of the receipt of the requested supporting documents. Any appeal shall be filed with the Superintendent of Schools.

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

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

The written appeal document shall be a letter or an email; it must clearly identify the grounds for appeal, and shall explain, in detail, why the appealing teacher believes the APPR should be modified or redone.

Levels of Appeal: (see chart below)

LEVEL I: After receiving the Overall Composite Score, the teacher will first try to resolve the appeal with the administrator/evaluator of record.

LEVEL II: If the teacher and the administrator cannot resolve the appeal informally, the teacher will make the appeal in writing with the necessary supporting documentation attached. The administrator/evaluator will have ten (10) school days to respond in writing to the appeal.

If s/he finds the points valid, changes in the rating will be made.

If s/he denies the Level II appeal, it shall be done so in writing with explanation/rationale.

LEVEL III: If the administrator denied the request and chooses not to re-administer the observation, the denial shall be reduced to writing. If the teacher is unsatisfied with the written response from the administrator/evaluator, a formal appeal request shall be made by email or written letter to the Superintendent of Schools within ten (10) school days after receipt of the Level II response.

4. Review by APPR Appeals Committee

Formal appeals shall be referred for consideration by the APPR Appeals Committee, a standing committee made up of two (2) administrators from within the District appointed by the Superintendent of Schools, and seven (7) tenured teachers from within the District appointed by the president of the Schoharie Teachers Association. Two (2) of the seven (7) teachers appointed by the Association will be included with the approval of the Superintendent of the Schoharie CSD. The hearing committee will be selected from this pool and will serve on an appeal by appeal basis. The hearing committee will consist of two (2) administrators appointed by the superintendent of schools, two (2) teachers appointed by the president of the Association and 1 (one) teacher mutually agreed upon by both the superintendent and Association president. All members of the standing committee shall be appointed annually, and all members shall be required to complete the training required of lead evaluators under the APPR regulations. In the event that an administrator assigned to the Committee has authored the APPR in question, an alternate administrator will be assigned by the Superintendent. In the event that a teacher filing an appeal is a Committee member, an alternate teacher will be assigned by the president of the Teachers Association. Any/all alternates are required to have completed the training required of lead evaluators under the APPR regulations.

The APPR Appeals Committee shall convene to consider the appeal within ten (10) school days of the filing of the appeal. The committee shall determine its own rules and procedures, which may be altered as the Committee sees fit as it performs its duties. The committee shall determine, for example, whether to allow committee members to review the documents underlying an APPR prior to the convening of the committee, and whether to invite either the appealing teacher or the authoring administrator, or both, to address or be questioned by the committee.

It shall be the duty of the committee to answer the question, "has the teacher demonstrated that the APPR should be modified or redone?" In the course of answering this question, the committee may consider the claims of the procedural violations and shall determine whether the claimed violations are significant enough to warrant modifying or redoing the APPR.

5. Determination of Appeal

Upon the conclusion of its consideration of an appeal (no later than five school days from the date the committee convenes), each

member of the committee shall vote to uphold the APPR, modify the APPR, or redo the APPR. If the committee agrees by majority vote on one of these choices, the committee shall give written notice of its decision to the appealing teacher, the president of the Schoharie Teachers Association and the Superintendent of Schools. The committee's decision shall be final and binding.

In the event the committee does not have majority support for one of the above stated options in its decision on an appeal, each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal. The committee members' written statements, together with the full record of the appeal, shall then be forwarded to the Superintendent of Schools within the same 5 day period as above. The Superintendent shall have final authority to resolve the appeal. The Superintendent's decision shall be in writing and will have as attachments all of the committee members' written statements attached thereto. The decision of the superintendent shall be rendered within five (5) school days of receipt of the reports from the appeals committee members.

6. Exclusivity of Appeal Process

The APPR Appeals Process set forth herein shall be the sole method of appealing either an APPR or claimed violation of the procedural or substantive requirements of the APPR process. Except as specifically allowed in Section II, there shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal. The Superintendent's decision will be final and binding and not subject to the grievance process.

Timeline Chart Summary

Cummulative Days Duration in Days Action Taken Level

0 0 Teacher receives composite scoring and requests supporting documentation from evaluator Level 1

5 +5 Documentation provided to teacher by evaluator Level 1

15 +10 Written request presented to evaluator for written response, and evaluator has 10 days to respond Level 2

25 +10 Request made to superintendent to convene an appeals committee Level 3

35 (max) +10 (max) Appeals committee is formulated and meets to render a decision (no more than 10 days to convene committee) Level 3

40 (max) +5 (max) Appeals committee renders decision to superintendent Level 3

45 (max) +5 (max) Superintendent renders decision if the appeals committee is unable to render a decision

*max is the maximum number of days this portion of the process can take, indicated in school days

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 lead evaluators for the Schoharie Central School District are fully trained and highly qualified to evaluate teachers, all administrators (superintendent, assistant superintendent, principals, assistant principal, and director for curriculum and pupil services) were required to attend a minimum of 20 hours of training relevant to the RTTT initiative and the NYSED required APPR evaluation process.

Jr/Sr High School Principal, Jr/Sr High School Assistant Principal, and Director of Curriculum and Pupil Services

7/14/2011 BOCES APPR Lead Evaluator Training: 6 Hours

9/26/2011 BOCES CCLS Training: 6 Hours

9/30/2011 BOCES CCLS Training: 6 Hours

10/25/2011 BOCES RTTT Training: 6 Hours

12/3/2011 BOCES CCLS Training: 6 Hours

2/3/2012 BOCES RTTT Training: 6 Hours

7/26/2012 BOCES APPR Lead Evaluator Training: 6 Hours

Elementary Principal

8/17/2011 BOCES APPR Training: 6 hrs
9/26/2011 BOCES APPR Training: 6 hrs
9/30/2011 BOCES APPR Training: 4 hrs
11/29/2011 BOCES RTTT Inquiry Team Training: 3.5 hrs
11/30/2011 SAANYS CCLS Training: 7.5 hrs
12/13/2011 BOCES RTTT Inquiry Team Training: 7.5 hrs
3/14/2012 BOCES RTTT Inquiry Team Training 3 hrs
5/31/2012 SCSD SLO Training: 3 hrs
7/26/2012 BOCES APPR Training: 4 hrs
8/15/2012 BOCES MPPR Training: 8 hrs
9/13/2012 BOCES SLO Training: 7.5 hrs
12/5/2012 SAANYS SLO Scoring Training: 2 hrs

Assistant Superintendent

6/17/2011 G SLO Training: 3.5 hrs
9/26/2011 BOCES APPR Training: 6 hrs
9/30/2011 BOCES APPR Training: 3 hrs
5/31/2012 G APPR Training: 2.5 hrs
6/6/2012 BOCES ISLLC Training: 3 hrs
8/15/2012 BOCES MPPR Training: 6 hrs
10/3/2012 BOCES APPR Training: 4 hrs
12-18-2012 BOCES MPPR, Inter-rater Reliability Training: 4 hrs

To insure inter-rater reliability, the lead evaluators will also observe various teachers as a team, working across both school buildings in the district, 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 the Capital Region BOCES.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

6.7) Assurances -- Data Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.	Checked
---	---------

6.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

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

Created Friday, December 21, 2012

Updated Monday, January 14, 2013

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

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

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

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

K-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not applicable		Not applicable

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.	Not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, December 19, 2012

Updated Monday, January 14, 2013

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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
Grades 7-12	(d) measures used by district for teacher evaluation	Schoharie Central School District developed grade 7-12 subject specific assessment
Grades K-6	(d) measures used by district for teacher evaluation	mCLASS-DIBELS Next
Grades K-6	(d) measures used by district for teacher evaluation	Measures of Academic Progress (Math)

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.	For grades K-6 and grades 7-12, HEDI points will be awarded to a principal based on the percentage of students showing growth from the pre-assessment or maintaining proficiency (75%) and for third party assessments as defined by the vendor.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100% = 15 86-92% = 14 Results exceed adopted expectations for growth or achievement of student learning standards for grade/subject.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% = 13 84% = 12 83% = 11 82% = 10 81% = 9 80% = 8

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

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

78-79% = 7
75-77% = 6
72-74% = 5
69-71% = 4
66-68% = 3

Results are below District or BOCES adopted expectations for growth or achievement of student learning standards for grade/subject

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

43-65% = 2
21-42% = 1
0-20% = 0

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

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

(No response)

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

(No response)

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

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

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

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

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

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

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

- (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.

N/A

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.

Schoharie Central School District's process for combining multiple locally selected measures, will be taking the final score of the measures and combining the scores, ending with an average score. The average score will then be correlated to the District-Adopted HEDI Scoring Ranges.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check

8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Friday, December 21, 2012

Updated Monday, January 14, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(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.

The process for assigning points for determining HEDI utilizes the Multidimensional Principal Performance Rubric. Scores are derived from two "observation evaluations" worth 15 points each, and an "evidence based valuation" worth 30 points. The distribution of the points, how they are derived, and how they are converted to HEDI is on the attached document.

Please see the attached document and tables (Schoharie_SCSDAAPPR_scoring.pdf)

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/5143/289793-pMADJ4gk6R/Schoharie_APPR_SCSDAAPPR_scoring_rev5.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 55-60 will be deemed highly effective, indicating that their overall performance exceeds the ISLLC Standards. Point Values: 55-60 MPPR Multidimensional Principal Performance Rubric
Effective: Overall performance and results meet standards.	Principals who receive a total score of 49-54 will be deemed highly effective, indicating that their overall performance exceeds the ISLLC Standards. Point Values: 49-54 MPPR Multidimensional Principal Performance Rubric
Developing: Overall performance and results need improvement in order to meet standards.	Principals who receive a total score of 31-48 will be deemed highly effective, indicating that their overall performance

	exceeds the ISSLLC Standards. Point Values: 31-48 MPPR Multidimensional Principal Performance Rubric
Ineffective: Overall performance and results do not meet standards.	Principals who receive a total score of 0-30 will be deemed highly effective, indicating that their overall performance exceeds the ISLLC Standards. Point Values: 0-30 MPPR Multidimensional Principal Performance Rubric

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	49-54
Developing	31-48
Ineffective	0-30

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Monday, December 10, 2012

Updated Monday, January 14, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	49-54
Developing	31-48
Ineffective	0-30

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Saturday, December 29, 2012

Updated Monday, January 14, 2013

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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/5276/294253-Df0w3Xx5v6/Admin Action Plan - Improvement Plan.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:

SECTION IV:

Schoharie Central School District Administrator Appeals Process 2012-2013

Appeals Process

The purpose of the internal APPR appeal process is to foster and nurture growth of the respective administrator in order to maintain a

highly qualified and effective workforce. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. Appeals are reserved for tenured administrators.

Appeals may be filed by tenured administrators only under the circumstances set forth below. An administrator may not file multiple appeals regarding the same performance review or Administrator Action Plan (AAP).

The first year of the process is to include the building principals according to Educational Law 3012 during the 2012-2013 school year. The other administrators agreeing to participate in the process are to be held harmless during the 2012-13 school year.

APPR Subject to Appeal Procedure

Only tenured unit bargaining member aggrieved by an APPR rating of ineffective or developing may challenge the APPR.

An APPR subject to a pending appeal shall not be offered in evidence in any Education Law 3020-a proceedings until the appeal process can be concluded.

Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- The substance of the APPR
- The district's failure to adhere to the standards and methodologies required for the APPR, Pursuant to Educational Law 3012-c and applicable rules and regulations
- The district's failure to comply with the applicable regulations of the Commissioner of Education
- The district's failure to issue and /or implement a Principal Improvement Plan (PIP) a/k/a, an Administrator Action Plan (AAP) as required under Education Law 3012-c

*Appeal (See compressed timeline explanation below ***)*

By February 1, 2013 the district and the association will devise their appeal panel list. The appeal panel will include trained lead evaluators; one chosen by the district, one chosen by the administrative unit and a third, mutually agreed upon administrator willing to conduct a review at no cost to either party.

In order to be timely, an APPR appeal shall be filed in writing with the superintendent within fifteen (15) calendar days in receipt of the APPR. The appeal must state specifically the grounds for appeal and include any documents relevant to the appeal. Failure to include a particular ground for the appeal within the principal's written appeal shall be deemed a waiver of that claim.

Superintendent's written Response to Appeal

Within fifteen (15) calendar days of receipt of an appeal, the superintendent must submit a detailed written response that includes all documents or materials that are specific to the points of the disagreement and/or relevant to the resolution of the appeal. Material not submitted at the time of the response filing will not be considered in deliberations related to the appeal.

Decision of the Appeal

Within ten (10) calendar days after receipt of the superintendent's response to the appeal, and the administrator still is aggrieved the parties will engage their respective reviewers. This will include the review panel with both the administrator and the lead evaluator together. Each party may present written and verbal information in support of the challenge and the rating. The parties may ask questions of each other, and the reviewer panel may ask questions of both parties. There is no provision for witnesses nor a formal hearing; each party may each have one representative present at the review.

Within ten (10) calendar days the review panel will present its finding in writing. The panel may uphold the rating, raise the rating, or vacate the rating.

The decision of the panel shall be final and binding.

***** TIMELINE FOR APPEALS PROCESS**

Step 1 Principal receives evaluation

Step 2 Within 15 calendar days the principal will file a request for an appeal with the superintendent

Step 3 Within 15 calendar days of receipt of the request for an appeal the superintendent will provide a detailed written response to the principal

Step 4 The principal has 10 calendar days to review and request that a review panel be convened to review the appeal

Step 5 Within 10 calendar days the review panel will provide its decision

The provisions of this agreement shall sunset on October 1, 2013, however until such time as the parties agree to a successor appeals process, this procedure shall remain in effect beyond October 1, 2013. It is the intent of the parties to have a completed successor APPR agreement by this date.

The final determination of the review panel rendered following this review process shall be final and binding and shall not be grievable, arbitrable, nor reviewable in any other forum.

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 lead evaluators for the Schoharie Central School District are fully trained and highly qualified to evaluate teachers and administrators, the superintendent was required to attend a minimum of 20 hours of training in the following areas, provided by the Capital Region BOCES as part of our Race to the Top initiative:

APPR Evidenced Based Observations and ratings Using Approved SED Teacher Rubrics

- March 2, 2012 (2.5 hrs)

- May 31, 2012 (3 hrs)

- Aug 22, 2012 (5 hrs)

Principals and Superintendents Lead Evaluator Training (ISLLC and MPPR)

- Sept 3, 2011 (7 hrs)

- Sept 4, 2011 (7 hrs)

- March 9, 2011 (2 hrs)

- Aug 29, 2012 (7 hrs)

Principal Lead Evaluator Training

- Dec 14, 2011 (2 hrs) - Danielson Framework

- Dec 18, 2012 (3 hrs)

- Nov 28, 2011 (2 hrs)

- Dec 8, 2012 (2.5) - Danielson Framework

BOCES Inter-rater Reliability Training

- Oct 19, 2012 (2.5 hrs)

To insure inter-rater reliability, the lead evaluator will also observe various teachers as a team, working across both school buildings in the district, 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 the Capital Region BOCES.

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 Saturday, December 29, 2012

Updated Monday, January 14, 2013

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12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/294260-3Uqgn5g9Iu/Schoharie APPR Certification rev3.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.

**Schoharie Central School District
HEDI Conversion Scale**

*Highly effective=86% of students or more will meet or exceed the target goal on the summative assessment.
Effective=75%-85% of students will meet or exceed the target goal on the summative assessment
Developing=67%-74% of students will meet or exceed their target goal on the summative assessment
Ineffective=0-65% students do not meet or exceed their target goal on the summative assessment*

**HEDI
Scoring**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
93-100%	89-92%	86-88%	83-85%	82%	81%	80%	79%	78%	77%	76%	75%	74%	72-73%	69-71%	68%	67%	66%	43-65%	21-42%	0-20%

**SCHOHARIE CENTRAL SCHOOL DISTRICT
WALK-IN OBSERVATION: FORM -3A**

TEACHER:

DATE: _____ Time: _____

SUBJECT AREA:

GRADE LEVEL:

OBSERVER:

LESSON OBSERVED

SCALE **4 = Highly Effective**
 3 = Effective
 2 = Developing
 1 = Ineffective
 0= Ineffective
 Nob=Not Observed

Domain 2: Creating an Environment of Respect and Rapport

2a.	Creating an Environment of Respect and Rapport	0	1	2	3	4	NOB
2b.	Establishing a Culture for Learning	0	1	2	3	4	NOB
2c.	Managing Classroom Procedures	0	1	2	3	4	NOB
2d.	Managing Student Behavior	0	1	2	3	4	NOB
2e.	Organizing Physical Space	0	1	2	3	4	NOB

Total: _____/24

COMMENTS:

Domain 3: Instruction

3a.	Communicating with Students	0	1	2	3	4	NOB
3b.	Using Questioning and Discussion Techniques	0	1	2	3	4	NOB
3c.	Engaging Students in Learning	0	1	2	3	4	NOB
3d.	Using Assessment in Instruction	0	1	2	3	4	NOB
3e.	Demonstrating Flexibility and Responsiveness	0	1	2	3	4	NOB

Total: _____/20

COMMENTS:

Overall rating: _____ (11 Point evaluation)

_____ Highly effective _____ Effective _____ Developing _____ Ineffective

Observer's signature _____ Date _____

(C. Danielson "Enhancing Professional Practice, A Framework For Teaching," 2007)

The total number of points can be converted to an 11 point scale; to the nearest whole number. The amount received divided by 44 = the %, times 11. (Example: if the amount received is 40 points then 40/44= .90 x 11 which equals 10 out of 11 points. If the element is not observed then it will not be used in the calculation process and an explanation of the absence of the element will be discussed in the post observation).

**SCHOHARIE CENTRAL SCHOOL DISTRICT
CLASSROOM OBSERVATION FORM- 3C**

TEACHER:
DATE:
SUBJECT AREA:
GRADE LEVEL:
OBSERVER:
PRE-OBSERVATION:
OBSERVATION:
POSTOBSERVATION:

LESSON OBSERVED:

SCALE **4 = Highly Effective**
 3 = Effective
 2 = Developing
 1 = Ineffective
 0= Ineffective
 Nob=Not Observed

Domain 1: Planning and Preparation

1a.	Demonstrating Knowledge of Content and Pedagogy	0	1	2	3	4	Nob
1b.	Demonstrating Knowledge of Students	0	1	2	3	4	Nob
1c.	Setting Instructional Outcomes	0	1	2	3	4	Nob
1d.	Demonstrating Knowledge of Resources	0	1	2	3	4	Nob
1e.	Designing Coherent Instruction	0	1	2	3	4	Nob
1 f.	Designing Student Assessments	0	1	2	3	4	Nob

Total: _____/24

COMMENTS:

Domain 2: Creating an Environment of Respect and Rapport

2a.	Creating an Environment of Respect and Rapport	0	1	2	3	4	Nob
2b.	Establishing a Culture for Learning	0	1	2	3	4	Nob
2c.	Managing Classroom Procedures	0	1	2	3	4	Nob
2d.	Managing Student Behavior	0	1	2	3	4	Nob
2e.	Organizing Physical Space	0	1	2	3	4	Nob

Total: _____/20

COMMENTS:

Domain 3: Instruction

3a.	Communicating with Students	0	1	2	3	4	Nob
3b.	Using Questioning and Discussion Techniques	0	1	2	3	4	Nob
3c.	Engaging Students in Learning	0	1	2	3	4	Nob
3d.	Using Assessment in Instruction	0	1	2	3	4	Nob
3e.	Demonstrating Flexibility and Responsiveness	0	1	2	3	4	Nob

Total:_____ / 20

COMMENTS:

Domain 4: Professional Responsibilities

4a.	Reflecting on Teaching	0	1	2	3	4	Nob
4b.	Maintaining Accurate Records	0	1	2	3	4	Nob
4c.	Communicating with Families	0	1	2	3	4	Nob
4d.	Participating in a Professional Community	0	1	2	3	4	Nob
4e.	Growing and Developing Professionally	0	1	2	3	4	Nob

Total:_____ / 20

Total Evaluation Points:_____/84

COMMENTS:

Overall rating:_____ (Circle one: 20 or 29 Point evaluation)

_____Highly effective _____Effective _____Developing _____Ineffective

Observer's signature_____ Date_____

Teacher's signature_____ Date_____

(C. Danielson "Enhancing Professional Practice, A Framework For Teaching" 2007)

The total number of points can be converted to a 20 (or 29) point scale; rounded to the nearest whole number. The amount received divided by 84 = the %, times 20 / 29. (Example: if the amount received is 80 points then 80/84= .95x 20 which equals 19 out of 20 points. If the element is not observed then it will not be used in the calculation process and an explanation of the absence of the element will be discussed in the post observation).

**SCHOHARIE CENTRAL SCHOOL DISTRICT
SELF-EVALUATION / REFLECTION- SELECTION: FORM 3E**

TEACHER:
DATE:
SUBJECT AREA:
GRADE LEVEL:
ADMINISTRATOR:
PRE-CONFERENCE DATE:
POST-CONFERENCE DATE:

SCALE **4 = Highly Effective**
 3 = Effective
 2 = Developing
 1 = Ineffective
 0= Ineffective

Please indicate on this form what your focus will be for the school year. This needs to be completed by _____. You will then need to schedule a pre-conference session with your building administrator to review your plan. At the end of the year, by _____, you will complete a 5-paragraph (no more than 2 pages) reflection of what you have accomplished this year. You will also be expected to provide any supporting artifacts with this reflection. A post-conference session will then be required to review the self-evaluation process with your administrator.

It is our hope that this professional endeavor has caused you to reflect deeply on this educational experience in which you have engaged and that you will professionally benefit from this experience.

SELF-EVALUATION FOCUS (CHOOSE ONE):

- _____ Peer Review
- _____ Establish Educational/ Professional Goals for the year
- _____ Participate in an approved professional development activity
- _____ Create a professional portfolio with the focus on lesson plans
- _____ Create a professional portfolio with the focus on updated curriculum
- _____ Community Service

All self-reflections will include the following requirements (At least a five paragraph reflection -no more than 2 pages, double-spaced, Times Roman – 12 font)

Paragraph Requirements :

A). Description of the area of focus with specificity:	0	1	2	3	4
B). Evidence of understanding and application of professional benefit from this experience describing with breadth and depth of understanding	0	1	2	3	4
C). Show evidence of reflection of experience	0	1	2	3	4
D). This quality written reflection must be approved by the administrator, signed and dated, with the option of revision if necessary.	0	1	2	3	4

ACTIVITY OPTIONS

Choose **ONE** of the following activities, complete the requirements, and base the self-reflection on that activity.

Peer Review Requirements:

E). Schedule a pre-conference with the designated administrator, and share how you will accomplish this goal within the established timelines and other facets of this endeavor.	0	1	2	3	4
F). One whole class period will be observed.	0	1	2	3	4
G). Schedule the post-conference by the designated time with the administrator to share your written reflection on this experience.	0	1	2	3	4

Establish Educational/ Professional Goals for the year

E). Identify a goal (SMART GOAL) based on one of the Charlotte Danielson 4 domains that you would like to work on throughout the year.	0	1	2	3	4
F). Schedule a pre-conference with the designated administrator, and share how you will accomplish this goal within the established timelines and other facets of this endeavor.	0	1	2	3	4
G).Schedule the post-conference by the designated time with the administrator to share your written reflection on this experience.	0	1	2	3	4

Participate in an approved professional development activity

E). Identify the professional development activity you would like to engage in for the school year. (i.e. Attend a conference and share the experience at a staff meeting, present at a conference, conduct a training, write a grant)	0	1	2	3	4
F). Schedule a pre-conference with the designated administrator, and share how you will accomplish this activity within the established timelines and other facets of this endeavor.	0	1	2	3	4
G). Schedule the post-conference by the designated time with the administrator to share your written reflection on this experience.	0	1	2	3	4

Create a professional portfolio with the focus on lesson plans

E). A portfolio that contains 3 – exemplar, detailed lessons plan which include student artifacts.	0	1	2	3	4
F). Schedule a pre-conference with the designated administrator, and share how you will accomplish this activity within the established timelines and other facets of this endeavor.	0	1	2	3	4
G). Schedule the post-conference by the designated time with the administrator to share your written reflection on this experience.	0	1	2	3	4

Create a professional portfolio with the focus on updated curriculum

- | | | | | | |
|--|----------|----------|----------|----------|----------|
| E). A professional portfolio containing artifacts such as an updated curriculum that includes student artifacts and professional artifacts. | 0 | 1 | 2 | 3 | 4 |
| F). Schedule a pre-conference with the designated administrator, and share how you will accomplish this activity within the established timelines and other facets of this endeavor. | 0 | 1 | 2 | 3 | 4 |
| G). Schedule the post-conference by the designated time with the administrator to share your written reflection on this experience. | 0 | 1 | 2 | 3 | 4 |

Community Service

- | | | | | | |
|---|----------|----------|----------|----------|----------|
| E). Identify what community service activities you will be participating in. You must devote at least 10 hours to this community service activity. The activity artifacts should include agendas, minutes, and other related artifacts. | 0 | 1 | 2 | 3 | 4 |
| F). Schedule a pre-conference with the designated administrator, and share how you will accomplish this activity within the established timelines and other facets of this endeavor. | 0 | 1 | 2 | 3 | 4 |
| G). Schedule the post-conference by the designated time with the administrator to share your written reflection on this experience. | 0 | 1 | 2 | 3 | 4 |

Overall rating:_____ 29 Point evaluation

_____Highly effective _____Effective _____Developing _____Ineffective

Observer’s signature_____ Date_____

Teacher’s signature_____ Date_____

The total number of points (28) can be converted to a 29 point scale; rounded to the nearest whole number. The amount received divided by 29 = the %, times 29. (Example: if the amount received is 26 points then 26/28= .93x 29 which equals 27 out of 29 points).



Schoharie Central School
 Annual Professional Performance Review
 Teacher Evaluation Rating Instrument
 Summative Form: 3-F

Teacher _____
 Grade Level or _____
 Curriculum Area _____
 Lead Evaluator _____
 Evaluation Date _____

1. Student Growth on State Assessments or Other Comparable Measures (20 points)
 The teacher's growth score is based upon:

- Student Growth Percentile (SED) (on site assessments) Other comparable measures via and approved Student Learning Objective (SLO)

Growth: Up to 20 points

2. Student Growth & Achievement Based Upon Locally Selected Measures (20 points)
 The teacher's growth score is based upon:

- Student Learning Objective (SLO) Building Level SLO
 Locally Developed Assessment Regionally Developed Assessment
 Other: _____

Achievement: Up to 20 points

3. Teacher Effectiveness Based Upon New York State Teaching Standards (60 points)

3a. Multiple Classroom Observations by Principal or Other Trained Administrator (31 points)

Observation #1: _____ (date) Observation #2: _____ (date)

3b. Other Measures of Teacher Effectiveness (29 points)

Observation : _____ (date)

Self- Reflection : _____ (date)

Observations 31 points:

 Other 29 points:

 Total / 60 points: _____

HEDI Scores For 2012-13	Student Growth	Locally Selected Measures of Achievement	Other Measures of Teacher Effectiveness	Overall Composite Score
Highly Effective	18-20 points	14-15points	59-60 points	91-100 points
Effective	9-17 points	8-13 points	57-58 points	75-90 points
Developing	3-8 points	3-7 points	50-56 points	65-74 points
Ineffective	0-2 points	0-2 points	0-49	0-64 points

*Not Negotiable *Not Negotiable *Negotiable *Not Negotiable

TOTAL COMPOSITE SCORE
 0-100 points:

OVERALL EVALUATION: Highly Effective Effective Developing Ineffective

Teacher: _____ Date: _____

Lead Evaluator: _____ Date: _____

Teacher Improvement Plan

<u>Areas of Needed Improvement</u>	<u>Tasks/Activities to Support or Document Improvement</u>	<u>Time Frame</u>	<u>Manner of Assessment</u>	<u>Who Responsible</u> <u>(this can be a variety of persons but should also include teacher on improvement plan)</u>

**SCHOHARIE CENTRAL SCHOOL DISTRICT
ANNUAL PROEFESSINAL PERFORMANCE REVIEW:
ADMINISTRATORS 2012-2013**

ADMINISTRATOR:
BUILDING / POSITION:
DATE:
EVALUATOR:

Domain 1: Shared Vision of Learning

1a. Culture	0	1	2	3	4	5
1b. Sustainability	0	1	2	3	4	5

Total: _____/10

Domain 2: School Culture and Instructional Program

2a. Culture	0	1	2	3	4	5	
2b. Instructional Program	0	1	2	3	4	5	
2c. Capacity Building		0	1	2	3	4	5
2d. Sustainability	0	1	2	3	4	5	
2e. Strategic Planning Process	0	1	2	3	4	5	

Total: _____ /25

Domain 3: Safe, Efficient, Effective Learning Environment

3a. Capacity Building		0	1	2	3	4	5
3b. Culture	0	1	2	3	4	5	
3c. Sustainability	0	1	2	3	4	5	
3d. Instructional Program	0	1	2	3	4	5	

Total: _____ / 20

Domain 4: Community

4a. Strategic Planning Process: Inquiry	0	1	2	3	4
4b. Culture	0	1	2	3	4
4c. Sustainability	0	1	2	3	4

Total: _____/12

Domain 5: Integrity, Fairness, Ethics

5a. Sustainability	0	1	2	3	4	5
5b. Culture	0	1	2	3	4	5

Total: _____ / 10

Domain 6: Political, Social, Economic, Legal, and Cultural Context

6a.	Sustainability	0	1	2
6b.	Culture	0	1	2
6c.	Uncovering Goals	0	1	2
6d.	Strategic Planning	0	1	2
6e.	Taking Action	0	1	2
6f.	Evaluating Attainment	0	1	2

Total: _____ / 12

TOTAL POINTS EARNED: _____ / 89

The total number of the possible 89 points can be converted to a 15 point scale; which will be rounded to the nearest whole number. The amount received divided by 89= the %, times 15. (Example: if the amount received is 72 points then $72/89 = .80 \times 15$ which 12 out of 15 points.

Administrator signature _____ Date _____

Evaluator signature _____ Date _____

**Section III: Part 2
Summative Evaluation Form**

**SCHOHARIE CENTRAL SCHOOL DISTRICT
SUMMATIVE EVALUATION REPORT: 2012-2013**

ADMINISTRATOR:
BUILDING / POSITION:
DATE:
EVALUATOR:

Beginning of the Year Focus Conference Date: _____

D. State Assessments / Student Learning Objectives: 20%

Scoring Band H: 18-20 E: 9-17 D: 3-8 I: 0-2

New York State Testing Program: _____

New York State Regents: _____

SLO's _____

II. Local Assessments / Student Learning Objectives's 20%:

Scoring Bands H: 18-20 E: 9-1 D: 3-8 I: 0-2

New York State Testing Program: _____

SLO's: _____

**III).Evaluation 60%: Multidimensional Principal Performance Rubric (MPPR)
(Scoring Band: H:55-60 E:49-54 D: 31-48 I:0-30)**

A. Evaluation #1: (15 points): _____

Post Conference Date: _____

B. Evaluation #2: (15 points): _____

Post Conference Date: _____

C. Evidenced Based Documents (30 points): _____

Total Points Earned: _____

Total (SED) Scoring bands:

Highly Effective 91-100

Effective 75-90

Developing 65-74

Ineffective 0-64

- The performance goals expectations, standards and timelines the administrator must meet to achieve an effective rating
- How improvement will be measured and monitored
- Schedule periodic reviews of progress
- Appropriate differentiated professional development opportunities, materials, resources, and supports the district will provide, including the assignment where applicable

Costs associated with the implementation of the AAP shall be borne by the district. No disciplinary action predicated upon an ineffective performance shall be taken by the district against an administrator until the AAP has been fully implemented and evaluated for improvement of the administrator's performance.

SECTION VI:
EVIDENCE BINDER

EVIDENCE REGARDING ADMINISTRATOR PERFORMANCE

A sample of the items is listed below are those that may be submitted to the superintendent to support the domains in the MPPR rubric. Based on the evidence submitted to the superintendent, he or she will score the points holistically.

- Mission/vision statement (0-2 points)
- Administrative calendar (0-2 points)
- Building or department goals that are aligned with established district goals (0-2 points)
- Conference day programs(0-2 points)
- Data analysis(0-2 points)
- Building cabinet meeting agendas(0-2 points)
- Faculty meeting agendas(0-2 points)
- Department, grade level and/or team meeting agendas(0-2 points)
- Committee meeting agendas(0-2 points)
- Parent meeting agendas(0-2 points)
- Parent and student communications(0-2 points)
- Parent, student, staff or community letters of support or praise(0-2 points)
- Other relevant artifacts of the administrator that support the rubric (0-2 points)
- Board presentations(0-4 points)

ADMINISTRATOR ACTION PLAN (AAP)
Schoharie Central School District

Administrator: _____ **Evaluator:** _____ **School:** _____ **Date:** _____

Areas of Needed Improvement (based on MPPR)	Task / Activity to Support Improvement	Evidence of Improvement	Time Frame	Manner of Assessment	Additional Support and Assistance (for administrator to execute his / her improvement plan)

Administrator Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____ **Page** ____ **of** ____

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: 1/14/13

Brian D. [Signature]

Teachers Union President Signature: Date: 1/14/13

[Signature]

Administrative Union President Signature: Date:

[Signature] 1/14/2013

Board of Education President Signature: Date:

[Signature] 1/14/2013