



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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December 21, 2012

Bonnie Finnerty, Superintendent
Schroon Lake Central Schools
1125 U.S. Route 9, P.O. Box 338
Schroon Lake, NY 12870-0338

Dear Superintendent Finnerty:

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: Craig L. King

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, June 04, 2012

Updated Thursday, December 20, 2012

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 151401040000

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

151401040000

1.2) School District Name: SCHROON LAKE CSD

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

SCHROON LAKE 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, June 04, 2012

Updated Thursday, December 20, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
1	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
2	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the Principal will establish individual student growth targets using pre-assessment baseline data. For teachers in grades K-2 ELA, a school wide measure will be used. For grade 3 ELA each teacher will receive a HEDI score based on each teachers' class roster. Based on the overall percentage of students who meet or exceed thier individual growth target a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment

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	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
1	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
2	School-or BOCES-wide, group or team results based on State assessments	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
	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 teacher in collaboration with the Principal will establish individual student growth targets using pre-assessment baseline data. For teachers in grades K-2 Math, a school wide measure will be used. For grade 3 Math each teacher will receive a HEDI score based on each teachers' class roster. Based on the overall percentage of students who meet or exceed thier individual growth target a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Schroon Lake CSD district developed grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Schroon Lake CSD district developed Grade 7 Science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the Principal will establish individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded 2.11 attachment

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Schroon Lake CSD Grade 6 district developed Social Studies assessment
7	District, regional or BOCES-developed assessment	Schroon Lake CSD Grade 7 Social Studies district developed assessment
8	District, regional or BOCES-developed assessment	Schroon Lake CSD Grade 8 Social Studies district developed assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the Principal will establish individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11
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Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded 2.11 attachment

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	School-/BOCES-wide group/team results based on State assessments	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
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	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the Principal will establish individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11
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Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded 2.11 attachment

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 teacher in collaboration with the Principal will establish individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11
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Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded 2.11 attachment

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the Principal will establish individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11
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Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded 2.11 attachment

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	School-/BOCES-wide group/team results based on State assessments	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Grade 11 ELA	Regents assessment	Regents assessment

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

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 teacher in collaboration with the Principal will establish individual student growth targets using pre-assessment baseline data. For teachers in grades 9,10 ELA, a school wide measure will be used. For grade 11 ELA each teacher will receive a HEDI score based on each teachers' class roster. Based on the overall percentage of students who meet or exceed thier individual growth target a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11
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Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded 2.11 attachment

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
All other teachers in courses not named above	School-/BOCES-wide/group/team results based on State	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global

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 teacher in collaboration with the Principal will establish individual student growth targets using pre-assessment baseline data. Based on the overall percentage of students who meet or exceed their individual growth target a corresponding 0-20 HEDI score will be determined using the uploaded conversion chart in attachment 2.11
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Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded 2.11 attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded 2.11 attachment

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/5364/138560-TXEttx9bQW/2.11 upload APPR Growth Score chart rev 12 19 12.docx

2.12) Locally Developed Controls

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

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

NA

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 Monday, June 04, 2012

Updated Thursday, December 20, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
5	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth

		Science, English, Global History Geography 10, US History Government)
6	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
7	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
8	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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

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

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

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	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
5	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

6	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
7	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
8	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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

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

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

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/138561-rhJdBgDruP/Upload 3.3 and 3.13 APPR Local Chart 20 pt and 15 pt rev 12 19 12.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

Locally-Selected Measure from List of Approved Measures	Assessment
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K	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
1	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
2	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
3	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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

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

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

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	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
1	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

		Government)
2	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
3	6(ii) School-wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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

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

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

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	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
7	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
8	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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

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

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	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
7	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
8	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See upload 3.13 attachment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment

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	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Global 2	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
American History	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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

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

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

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	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Earth Science	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Chemistry	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Physics	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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

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

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

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	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Geometry	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Algebra 2	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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.	See upload 3.13 attachment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment

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	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History

		Government)
Grade 10 ELA	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Grade 11 ELA	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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.	See upload 3.13 attachment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 attachment

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
Art K-12	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Music K-12	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Physical Education K-12	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
AIS K-12	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living

		Environment/Earth Science, English, Global History Geography 10, US History Government)
Librarian K-12	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Technology K-12	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Family and Consumer Science	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Foreign Language	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)
Special Education K-12	6(ii) School wide measure computed locally	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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

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

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

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/138561-y92vNseFa4/Upload 3.3 and 3.13 APPR Local Chart 20 pt and 15 pt rev 12 19 12.docx

3.14) Locally Developed Controls

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

NA

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.

NA

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, June 04, 2012

Updated Thursday, December 20, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric (2012 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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers' performance will be assessed using multiple measures grounded in the New York State Teaching Standards. The NYSUT Teacher Rubric will be used to assess teacher's professional practice. 60 points will be obtained through observations. Evidence for evaluations will be determined through two (2) formal observations and one (1) unannounced observation for non-tenured teachers and all part-time teachers during their first three years with the district. All tenured teachers and part-time teachers with more than three years experience in the district will receive a minimum of one (1) formal observation and one (1) unannounced observation. All observations will be conducted by the Superintendent/Principal. This person will be a Board approved and fully certified evaluator. The teacher will assume shared responsibility with the administrator for gathering and presenting evidence to the evaluator. The goal is to create an accurate portrayal of the teacher's effectiveness and professional performance. Evidence gathered throughout the formal and unannounced observations will be used as part of the summative evaluation. Evidence for each teacher will be

systematically organized using the NYSUT teacher evaluation system.

The scoring process will be:

- 1. For each rubric element observed within each standard there will be a score of 1 to 4 determined*
- 2. For all observed elements scored within each standard, a standard score of 1 to 4 will be determined*
- 3. An subtotal rubric score will then be determined based on the individual standard scores*
- 4. The subtotal rubric score will be divided by the # of standards evaluated*
- 5. An average rubric score will be calculated based on the final scores for each observation to give a total score of Professional Practice 1 - 4 rating*
- 6. A HEDI rating will be assigned based on the total average rubric scores for all observations using the conversion chart.*
- 7. Normal rounding rules will be applied for the Final APPR HEDI score. At no time will the final APPR component score not be a whole number.*

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/5091/138562-eka9yMJ855/APPR 60 pts other measures conv chart +NYSUT TED Rubric score chart rev 121912.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	3.5-4.0 Highly Effective or 59-60 on the composite score
Effective: Overall performance and results meet NYS Teaching Standards.	2.5-3.4 Effective or 57-58 on the composite score
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.5-2.4 Developing or 50-56 on the composite score
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1.0-1.4 Ineffective or 0-49 on the composite score

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
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?

-
- Both
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	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 Monday, June 04, 2012

Updated Thursday, December 20, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/138564-Df0w3Xx5v6/TIP APPR document.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of Annual Professional Performance Reviews - Schroon Lake CSD

All appeals will be done in a manner that is timely and expeditious consistent with Education Law 3012 - c(5)(a).

The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's annual professional performance review.

To the extent that a teacher wishes to issue an appeal, the following appeals procedure is established:

1. Appeals will be limited to the following situations:

- a. A teacher completing the first year of a three-year probationary appointment may appeal only an ineffective APPR composite rating;
- b. Any other teacher may appeal only an ineffective or a developing APPR composite rating;
- c. Any teacher may appeal an improvement plan if and only if the plan was generated as the result of an ineffective or developing composite rating, in accordance with Section II, e, below.

2. The scope of any appeal will be limited to the following subjects:

- a. The substance of the individual's annual professional performance review;
- b. The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;
- c. The adherence to the Commissioner's regulations, as applicable to such reviews;
- d. Compliance with any applicable locally negotiated procedures regarding annual professional performance reviews or improvement plans, as limited by Section I, above; or,
- e. The District's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-c in connection with an ineffective or developing rating.

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

4. The following timelines will be strictly adhered to unless extended by mutual agreement. In no case will this extension not be timely and expeditious in accordance with Education Law 3012c. Failure of the petitioner to meet a timeline will nullify the appeal; failure of the respondent to meet a timeline will allow movement of the appeal to the next level.

Level 1 - Evaluator

a. (Informal) Following a qualifying event, as defined in Sections I and II, above, the teacher shall be encouraged and shall be entitled to schedule a follow up meeting to informally discuss with the evaluator any and all related issues.

b. (Formal) Any appeal must be submitted to the evaluator in writing no later than thirty (30) calendar days from the date when the teacher receives his/her annual professional performance review. APPR's mailed to a teacher during the summer recess will be sent via certified mail. If a teacher is challenging the issuance or implementation of a teacher improvement plan, the appeal must be submitted in writing within thirty (30) school days of issuance or of the time when the teacher knew of an alleged implementation breach of such plan.

c. When filing an appeal, the teacher must submit a detailed written description of the specific grounds for the appeal as well as the performance review and/or improvement plan being challenged. Along with the appeal, all supporting documentation must be submitted, or specifically noted if pending. Any grounds for appeal or any supporting documentation/information not submitted or noted at the time the appeal is filed shall not be considered.

d. Within ten (10) school days of receipt of an appeal, the evaluator responsible for the issue(s) being appealed must submit a detailed written response to the appeal. Along with the response, all supporting documentation must be submitted, or specifically noted if pending, as well as any additional documents or materials relevant to the response. Any supporting documentation or information not submitted or noted at the time the response is issued shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal, and the Teacher's Association President, shall receive copies of the response and any and all additional information submitted with the response. The decision of the evaluator is final and binding unless the teacher initiating the appeal wishes to appeal the decision to Level 2.

Level 2 - Superintendent or designee

a. Within five (5) school days of receipt of the Level 1 recommendation for resolution, the Superintendent of Schools or designee will give due consideration to the evaluator's recommendation and will issue a final and binding decision, in writing, to the appellant, and to the Teachers' Association. Whether the appeal is denied, sustained, or modified, such decision will set forth the reasons and factual basis for each determination on each of the specific grounds raised in the appeal. If the appeal is sustained, the Superintendent or designee may set aside or modify a rating or improvement plan or order a new evaluation or improvement plan if procedures have been violated. The decision of the Superintendent or designee is final and binding unless the teacher initiating the appeal wishes to

appeal the decision to Level 3.

b. The Superintendent's designee cannot be the original evaluator.

Level 3 - Panel

a. Within fifteen (15) calendar days of receipt of the Level 2 determination, if a teacher is not satisfied with such determination, the Association must submit the appeal to a panel comprised of one teacher (active/retired) representative chosen by the union, and one teacher (active/retired) representative chosen by the district, and one panel member mutually agreed upon by the district and the union. The panel will be provided the entire appeals record.

b. All members of the panel will be trained as evaluators. The panel will not include the teacher whose evaluation is before the panel.

c. Within five (5) school days of receipt of the Association's appeal, the panel will jointly conduct a paper review and deliberation of the matter, and will issue a written resolution to the Teachers' Association President and the Superintendent of Schools or designee. The decision may be to deny the appeal, to sustain the appeal and grant the remedy sought, or to sustain the appeal and modify the remedy; further, reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation. This panel's decision will be final and binding for all appeals.

d. The entire appeals record will be part of the teacher's APPR.

e. This appeals procedure constitutes the exclusive means for initiating, reviewing, and resolving any and all appeals within the scope of Sections I and II above. A teacher may not resort to any other contractual grievance procedure for the resolution of these appeals, except as otherwise authorized by law.

f. Nothing in this appeals procedure will restrict the right of the District or the obligation of the teacher to proceed in accordance with otherwise standard practice, e.g., implementation of an improvement plan or denial/granting of tenure, while an appeal is pending except on the basis of performance. Education Law 3012c and 30-2.11 of the Rules of the Board of Regents each provide that nothing therein shall be construed to alter or diminish the authority of the governing body of a school district or BOCES to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal.

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.

This is the process to certify and recertify lead evaluators on an as needed basis. The Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation (Education Law 3012-c(2)(d); Regents Rules 30-2.9; APPR Guidance Document J2). The District will utilize the CEWW BOCES Network Team evaluator/lead evaluator training in accordance with SED procedures and processes. The training will be on-going, occur on a routine, if not monthly, basis throughout the school year, and will be based on the 9 required standards with the total training time commensurate with SED expectations.

The Superintendent/Principal (lead evaluator) completed the yearlong training and was certified by the Board of Education as the lead evaluator. The school board will annually certify the lead evaluator completing all teacher observations.

The annual training will include information to maintain inter-rater reliability; however, as the district only has one administrator that should be maintained.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured.	Checked
6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured.	Checked
6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, June 04, 2012

Updated Thursday, December 20, 2012

Page 1

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

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

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

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

Pk-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

No special considerations

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 Monday, June 04, 2012

Updated Thursday, December 20, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-12	(d) measures used by district for teacher evaluation	NYS grades 3-8 assessments in ELA and Math and NYS Regents exams (Integrated Algebra, Living Environment/Earth Science, English, Global History Geography 10, US History Government)

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.	(No response)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment below
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment below
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment below
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded attachment below

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

(No response)

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

assets/survey-uploads/5366/138566-qBFVOWF7fC/Upload 8.1 Principal APPR Local Chart 20 pt and 15 pt rev 12 19 12.docx

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

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

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

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

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

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

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

(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades

(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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Updated Thursday, December 20, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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)

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 Principal performance will be assessed using multiple measures grounded in the Multidimensional Principal Performance Rubric. As the district has only one full-time administrator that serves as both the Superintendent of Schools as well as the Principal of a small, rural PK-12 school district, evidence for the evaluation portion of the Principal component will be determined through two school visits by another trained administrator/independent lead evaluator from a neighboring school district. Other measures included in the evaluation include, Principal created materials (portfolio/resume), evidence binder, and/or other resources provided by the Principal. The goal is to create an accurate portrayal of the Principals effectiveness and professional performance. The process for assigning points and determining HEDI ratings will be:

- 1. For each rubric element observed within each standard there will be a score of 1 to 4 determined*
- 2. For all observed elements scored within each standard, a standard score of 1 to 4 will be determined*
- 3. An subtotal rubric score will then be determined based on the individual standard scores*
- 4. The subtotal rubric score will be divided by the # of standards evaluated*
- 5. An average rubric score will be calculated based on the final scores for each observation to give a total score of Professional Practice 1 - 4 rating*
- 6. A HEDI rating will be assigned based on the total average rubric scores for all observations using the conversion chart.*
- 7. Normal rounding rules will be applied for the Final APPR HEDI score. At no time will the final APPR component score not be a whole number.*

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/5143/138567-pMADJ4gk6R/APPR conversion Chart (60 points other measures) rev 121912.docx

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

Highly Effective: Overall performance and results exceed standards.	3.5-4.0 Highly Effective or 59-60 on the composite score
---	--

Effective: Overall performance and results meet standards.	2.5-3.4 Effective or 57-58 on the composite score
Developing: Overall performance and results need improvement in order to meet standards.	1.5-2.4 Developing or 50-56 on the composite score
Ineffective: Overall performance and results do not meet standards.	1.0-1.4 Ineffective or 0-49 on the composite score

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	1
By trained administrator	0
By trained independent evaluator	1
Enter Total	2

Tenured Principals

By supervisor	1
By trained administrator	0
By trained independent evaluator	1
Enter Total	2

10. Composite Scoring (Principals)

Created Monday, June 04, 2012

Updated Wednesday, November 28, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, June 04, 2012

Updated Thursday, December 20, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/138569-Df0w3Xx5v6/PIP.docx>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

All appeals for the Principal will be forwarded to the Local District Superintendent of the regional BOCES in a timely and expeditious manner according to Education Law 3012c for evaluation of validity and merits of the appeals and a decision. If the appeal is deemed to have merit it will be rectified within 30 days of the date of the appeal filing.

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.

As the Superintendent/Principal is the only full-time administrator in the Schroon Lake School District, the Schroon Lake CSD will use an independent NYS evaluator that has the required training to conduct the Principal evaluation. The trained NYS evaluator will maintain his/her required certifications and re-certify annually. The duration of the training will be on-going. The nature of the training will be according to Education Law 3012-c and will address all nine (9) Principal Assurances. As there is only one administrator for the Schroon Lake School District, inter rater reliability will not be an issue. There is no administrative union.

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 Monday, June 04, 2012

Updated Friday, December 21, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/138570-3Uqgn5g9Iu/appr_signature_12_2112.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.

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart – Schroon Lake CSD

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Normal rounding rules will apply when using this conversion chart

NYSUT TED Rubric Example

Assessment of Teacher Effectiveness Standard	Observation #1 and Evidence Score	Observation #2 and Evidence Score z	Observation #3 and Evidence Score
Standard 1 Knowledge of Student and Student Learning	3		4
Standard 2 Knowledge of Content and Instructional Planning	4		
Standard 3 Instructional. Practice	3		3
Standard 4 Learning Environment		3	
Standard 5 Assessment for Student Learning	2		4
Standard 6 Professional Responsibilities and Collaboration			3
Standard 7 Professional Growth			2
Subtotal of observation and evidence column	12	3	16
Divide by the number of standards evaluated in each column	$12/4 = 3$	$3/1-3$	$16/5 = 3.2$
Average the final scores	$9.2/3 = 3.06$		
Total score of Professional Practice 1-4 Rating	3.06		
HEDI Rating	Effective		
Sub-component score	58		

Research and Educational Services

Schroon Lake Central School

20 Point State Growth Score (2.11 upload)

Schroon Lake Central School will use the school-wide team results based on the State assessment data for our teachers that do not have a State growth score provided by the NYS. The following charts may be used with SLO's for teachers in subject areas that do not have a State Growth value.

Teacher expectations for student growth/achievement on a SLO based on a State Assessment:

Performance Level	End: 1	End: 2	End: 3	End: 4
Start: 1	No	Yes	Yes	Yes
Start: 2	No	Yes	Yes	Yes
Start: 3	No	No	Yes	Yes
Start: 4	No	No	Yes	Yes

For a course with a Regents Examination the Levels listed above equate to:

Performance Level 1: 54 or below Performance Level 2: 55-64
Performance Level 3: 65-84 Performance Level 4: 85-100

For all required core courses - each student will be given an assessment at the beginning of the course to determine prior knowledge in the subject area. This assessment will be similar to and cover content that will be on the Regents Examination or the district developed end of the year assessment with the appropriate rigor and relevance. The preliminary students score (score in September) will not be used in grade calculations, but will provide a baseline for each student from which growth can be measured. The percentage of students meeting growth expectations as defined above will be used to determine the teacher points for this area of the evaluation as listed in the table below. For Elementary Scores: The same formula will be applied for the state level exams in grades 3-8 as the district will compare the level of performance growth of each student from the previous year to the end of the current year using the performance indicators above as determined by SED.

For teachers in subject areas that do not have a State Assessment the building wide results for elementary grades on the NYS 3-8 ELA and Math assessments will be used to determine the growth component as well as the Living Environment/Earth Science, English 11, Integrated Algebra, US History, and Global Studies Regents exams. The building wide result will be the average of results for grades 3 through 8, as well as the high school scores. The total number of students that achieve success based on the chart divided by the total number of opportunities for success will determine the overall teacher point score.

This will result in all teachers who do not have a State provided growth score on State Assessments, receiving the same score for this component.

Calculation Example:

68 of 90 Elementary students ended achieved growth on their state tests as determined by their state scores and compared to their previous performance level and equated to the performance level chart

90 of 125 High school students achieved growth from their pre-test to the results of their State Regents results.

Therefore:

158 of the 215 students achieved success and demonstrated growth for the school district based on State Level Exams at both the elementary as well as the High School:

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
87+%	86%	85%	82-84%	79-81%	77-78%	74-76%	70-73%	66-69%	63-65%	60-62%	55-59%	51-54%	48-50%	46-47%	44-45%	42-43%	40-41%	35-39%	20-34%	0-19%

158 = 74 % of our students achieved growth and therefore the overall school-wide score would be: 14

Schroon Lake Central School

20 Point – Local Score

The Schroon Lake Central School District will use a building score for the entire teaching staff as the local assessment. This will be based on a combination of NYS 3-8 ELA and Math State test results and percentage passing rate for SLCS students on the following Regents exams: English 11, Integrated Algebra, Global Studies, US History, and Living Environment/Earth Science). There will be a three (3) step process for determining the local score. It is as follows:

- 1. The Elementary scores will be determined as below:

3-8 ELA Test:

The school will use the mean average scale score results for the 3-8 ELA test as compared to the mean average scale score of the State average of all students taking the test. Any deviation from the average (plus or minus) will be given a preliminary HEDI local score as provided in the example below. The same formula will be used as described above for the 3-8 math part of the score.

These two averages will then be combined and averaged to determine a preliminary HEDI elementary score which will comprise one-half of the overall local HEDI score.

Local Measures

Average of Mean Average of State Tests in Math & English Grades 3-8

Teacher Score/ Deviation

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13

Real Life Example:

ELA State 3-8 Average Scale Score = 664

Schroon Lake State 3-8 Average Scale Score = 673

Deviation = +7

Chart Score = 20

Math State 3-8 Average Scale Score = 681

Schroon Lake State 3-8 Average Scale Score = 683

Deviation = +2

Chart Score = 15

ELA Chart Score = 20

Math Chart Score = 15

Average Elementary Score = 18

2. The High School Scores will be determined as below:

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	83-84%	79-82%	76-78%	72-75%	70-71%	66-69%	61-65%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	0-10%

The SLCS overall proficiency passing rate for the following Regents assessments (English 11, Integrated Algebra, Global Studies, US History, and Living Environment/Earth Science) will be averaged together and a preliminary HEDI score will be assigned for the HS component

English 11 -94%

US History – 91%

Global Studies – 82%

Living Environment/Earth Science – 98%

Integrated Algebra – 95%

Combined Average –92%

Chart Score = 19

3. Average the Preliminary Elementary HEDI score and the Preliminary High School

Average Elementary Score = 18

Average Secondary Score = 19

TOTAL LOCAL SCHOOLWIDE FOR ALL TEACHERS = 19

****Normal rounding rules will be used. At no time with the final HEDI score not be a whole number.

Conversion Chart based on 15 Point Local Score (if State Growth Scores are used)

Average of Mean Average of State Tests in Math and English Grades 3-8

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
4+	3	2	1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11

The High School Scores will be determined as below:

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	92-98%	86-91%	79-85%	72-78%	70-71%	65-69%	60-64%	54-59%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	0-24%

Schroon Lake Central School

20 Point – Local Score

The Schroon Lake Central School District will use a building score for the entire teaching staff as the local assessment. This will be based on a combination of NYS 3-8 ELA and Math State test results and percentage passing rate for SLCS students on the following Regents exams: English 11, Integrated Algebra, Global Studies, US History, and Living Environment/Earth Science). There will be a three (3) step process for determining the local score. It is as follows:

- 1. The Elementary scores will be determined as below:

3-8 ELA Test:

The school will use the mean average scale score results for the 3-8 ELA test as compared to the mean average scale score of the State average of all students taking the test. Any deviation from the average (plus or minus) will be given a preliminary HEDI local score as provided in the example below. The same formula will be used as described above for the 3-8 math part of the score.

These two averages will then be combined and averaged to determine a preliminary HEDI elementary score which will comprise one-half of the overall local HEDI score.

Local Measures

Average of Mean Average of State Tests in Math & English Grades 3-8

Teacher Score/ Deviation

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13

Real Life Example:

ELA State 3-8 Average Scale Score = 664

Schroon Lake State 3-8 Average Scale Score = 673

Deviation = +7

Chart Score = 20

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95-100%	90-94%	85-89%	83-84%	79-82%	76-78%	72-75%	70-71%	66-69%	61-65%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	0-10%

The SLCS overall proficiency passing rate for the following Regents assessments (English 11, Integrated Algebra, Global Studies, US History, and Living Environment/Earth Science) will be averaged together and a preliminary HEDI score will be assigned for the HS component

English 11 -94%

US History – 91%

Global Studies – 82%

Living Environment/Earth Science – 98%

Integrated Algebra – 95%

Combined Average –92%

Chart Score = 19

3. Average the Preliminary Elementary HEDI score and the Preliminary High School

Average Elementary Score = 18

Average Secondary Score = 19

TOTAL LOCAL SCHOOLWIDE FOR ALL TEACHERS = 19

****Normal rounding rules will be used. At no time with the final HEDI score not be a whole number.

Conversion Chart based on 15 Point Local Score (if State Growth Scores are used)

Average of Mean Average of State Tests in Math and English Grades 3-8

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
4+	3	2	1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11

The High School Scores will be determined as below:

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	92-98%	86-91%	79-85%	72-78%	70-71%	65-69%	60-64%	54-59%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	0-24%

Schroon Lake Central School

20 Point – Local Score

The Schroon Lake Central School District will use a building score for the Principal as the local assessment. This will be based on a combination of NYS 3-8 ELA and Math State test results and percentage passing rate for SLCS students on the following Regents exams: English 11, Integrated Algebra, Global Studies, US History, and Living Environment/Earth Science). There will be a three (3) step process for determining the local score. It is as follows:

1. The Elementary scores will be determined as below:

3-8 ELA Test:

The school will use the mean average scale score results for the 3-8 ELA test as compared to the mean average scale score of the State average of all students taking the test. Any deviation from the average (plus or minus) will be given a preliminary HEDI local score as provided in the example below. The same formula will be used as described above for the 3-8 math part of the score.

These two averages will then be combined and averaged to determine a preliminary HEDI elementary score which will comprise one-half of the overall local HEDI score.

Local Measures

Average of Mean Average of State Tests in Math & English Grades 3-8

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13

Real Life Example:

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Chart Score = 20

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Average Elementary Score = 18

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20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	83-84%	79-82%	76-78%	72-75%	70-71%	66-69%	61-65%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	0-10%

The SLCS overall proficiency passing rate for the following Regents assessments (English 11, Integrated Algebra, Global Studies, US History, and Living Environment/Earth Science) will be averaged together and a preliminary HEDI score will be assigned for the HS component

English 11 -94%

US History – 91%

Global Studies – 82%

Living Environment/Earth Science – 98%

Integrated Algebra – 95%

Combined Average –92%

Chart Score = 19

3. Average the Preliminary Elementary HEDI score and the Preliminary High School

Average Elementary Score = 18

Average Secondary Score = 19

$18+19 = 37/2 = 18.5 = 19$

TOTAL LOCAL SCHOOLWIDE FOR Principal = 19

****Normal rounding rules will be used. At no time with the final HEDI score not be a whole number.

Conversion Chart based on 15 Point Local Score (if State Growth Scores are used)

Average of Mean Average of State Tests in Math and English Grades 3-8

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
4+	3	2	1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11

The High School Scores will be determined as below:

15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	92-98%	86-91%	79-85%	72-78%	70-71%	65-69%	60-64%	54-59%	50-53%	45-49%	40-44%	35-39%	30-34%	25-29%	0-24%

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

Rubric Score to Sub-Component Conversion Chart – Schroon Lake CSD

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Normal rounding rules will apply when using this conversion chart

TEACHER IMPROVEMENT PLAN WORKSHEET
 (To be completed jointly by teacher and administrator)

NAME _____ GRADE/SUBJECT _____

AREA(S) NEEDING IMPROVEMENT	ACTION STEPS (Provide detailed description)	RESOURCES	TIMELINE FOR COMPLETION	EVIDENCE

TIP Timeline:

Observation Timeline:

Teacher's Comments: (Use additional sheet)

Administrator's Comments: (Use additional sheet)

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Teacher's Union Representative Signature: _____ Date: _____

Signature Waiving Union Representation: _____ Date: _____

TEACHER IMPROVEMENT PLAN EVALUATION SHEET

NAME _____ GRADE/SUBJECT _____

AREA(S) NEEDING IMPROVEMENT	ACTION STEPS	SATISFACTORY PROGRESS		ACTION STEPS COMPLETED	
		YES	NO	YES	NO
TIP Satisfied?	__ Yes __ No (If no, recommendations must be specified in the Administrator's Comments below.)				

Teacher's Comments: (Use additional sheet)

Administrator's Comments: (Use additional sheet)

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Teacher's Union Representative Signature: _____ Date: _____

Signature Waiving Union Representation: _____ Date: _____

PRINCIPAL IMPROVEMENT PLAN WORKSHEET

NAME _____ Date: _____

AREA(S) NEEDING IMPROVEMENT	ACTION STEPS (Provide detailed description)	RESOURCES	TIMELINE FOR COMPLETION	EVIDENCE

TIP Timeline:

Observation Timeline:

Principal Comments: (Use additional sheet)

Evaluators Comments: (Use additional sheet)

Principal Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

PRINCIPAL IMPROVEMENT PLAN EVALUATION SHEET

NAME _____

AREA(S) NEEDING IMPROVEMENT	ACTION STEPS	SATISFACTORY PROGRESS		ACTION STEPS COMPLETED	
		YES	NO	YES	NO
TIP Satisfied?	<input type="checkbox"/> Yes <input type="checkbox"/> No (If no, recommendations must be specified in the Evaluator's Comments below.)				

Principal's Comments: (Use additional sheet)

Evaluator's Comments: (Use additional sheet)

Principal Signature: _____ **Date:** _____

Evaluator Signature: _____ **Date:** _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 12/21/12

Bonnie Fennerty

Teachers Union President Signature: Date: 12/21/12

Laura A. Corey

Administrative Union President Signature: Date:

— NA —

Board of Education President Signature: Date: 12/21/12

John Ausy