



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

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

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January 9, 2013

Susan M. Swartz, Superintendent
Scotia-Glenville Central School District
900 Preddice Parkway
Scotia, NY 12302

Dear Superintendent Swartz:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Charles Dedrick

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 29, 2012

Updated Tuesday, January 08, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 530202060000

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

530202060000

1.2) School District Name: SCOTIA-GLENVILLE CSD

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

SCOTIA-GLENVILLE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(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 Tuesday, May 29, 2012

Updated Wednesday, January 09, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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.	Information entered at 2.11 below. Minimum growth expectations for SLO's have been determined by the district based on district developed pre-test measures or BOCES designated measures on BOCES created pre-tests, and are consistent in the same grade level/subject or course and approved by the appropriate building principal. Scoring bands will be used to assign points. Staff will choose between two general formats, one being band growth and the other being percentile growth. Formats are explained in the attached document.HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding minimum growth expectations.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	88%-89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% - 72% = 9 points
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	21%-49% = 2 points 1% - 20% = 1 point 0% = 0 points

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	WSWHE BOCES Developed Grade 2 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.	Information entered at 2.11 below. Minimum growth expectations for SLO's have been determined by the district based on district developed pre-test measures or BOCES designated measures on BOCES created pre-tests, and are consistent in the same grade level/subject or course and approved by the appropriate building principal. Scoring bands will be used to assign points. Staff will choose between two general formats, one being band growth and the other being percentile growth. Formats are explained in the attached document.HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding minimum growth expectations.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	21%-49% = 2 points 1% - 20% =1 point 0% = 0 points

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	Scotia - Glenville SD developed grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Scotia - Glenville SD developed grade 7 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Information entered at 2.11 below. Minimum growth expectations for SLO's have been determined by the district based on district developed pre-test measures or BOCES designated measures on BOCES created pre-tests, and are consistent in the same grade level/subject or course and approved by the appropriate building principal. Scoring bands will be used to assign points. Staff will choose between two general formats, one being band growth and the other being percentile growth. Formats are explained in the attached document. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding minimum growth expectations.</p>
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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	Scotia - Glenville SD developed grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Scotia - Glenville SD developed grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Scotia - Glenville SD developed grade 8 Social Studies Assessment

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

Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

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.	Information entered at 2.11 below. Minimum growth expectations for SLO's have been determined by the district based on district developed pre-test measures or BOCES designated measures on BOCES created pre-tests, and are consistent in the same grade level/subject or course and approved by the appropriate building principal. Scoring bands will be used to assign points. Staff will choose between two general formats, one being band growth and the other being percentile growth. Formats are explained in the attached document. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding minimum growth expectations.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	21%-49% = 2 points 1% - 20% = 1 point 0% = 0 points

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Scotia - Glenville SD developed Global 1 Assessment

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

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

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	21%-49% = 2 points 1% - 20% = 1 point 0% = 0 points

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.

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	21%-49% = 2 points 1% - 20% =1 point 0% = 0 points

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.

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2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	WSWHE BOCES Developed Grade 9-12 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WSWHE BOCES Developed Grade 9-12 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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.	Information entered at 2.11 below. Minimum growth expectations for SLO's have been determined by the district based on district developed pre-test measures or BOCES designated measures on BOCES created pre-tests, and are consistent in the same grade level/subject or course and approved by the appropriate building principal. Scoring bands will be used to assign points. Staff will choose between two general formats, one being band growth and the other being percentile growth. Formats are explained in the attached document. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding minimum growth expectations.
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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
Art Grade K	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade K Art WSWHE BOCES Developed Grade K Art Assessment
Art Grade 1	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 1
Art Grade 2	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 2 Art Assessment

Art Grade 3	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 3 Art Assessment
Art Grade 4	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 4 Art Assessment
Art Grade 5	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 5 Art Assessment
Art Grade 6	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 6 Art Assessment
Art Grade 7-8	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 7-8 Art Assessment
Studio Art	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade Studio Art Assessment
Music Grade K-1	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade K-1 Music Assessment
Music Grade 2	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 2 Music Assessment
Music Grade 3-4	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 3-4 Music Assessment
Music Grade 5-6	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 5-6 Music Assessment
Music Grade 7-8	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 7-8 Music Assessment
Music Grade 9-12	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 9-12 Music Assessment
Library Grade 1	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 1 Library Assessment
Library Grade 3	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 3 Library Assessment
Library Grade 4	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 4 Library Assessment
Physical Education Grade K	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade k PE Assessment
Physical Education Grade 1	District, Regional or BOCES-developed	WSWHE BOCES Developed Grade 1 PE Assessment

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

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

Information entered at 2.11 below. Minimum Growth expectations for SLO's have been determined by the district based on district developed pre-test measures or BOCES designated measures on BOCES created pre-tests, and are consistent in the same grade level/subject or course and approved by the appropriate building principal. Scoring bands will be used to assign points. Staff will choose between two general formats, one being band growth and the other being percentile growth. Formats are explained in the attached document. HEDI points are awarded to a teacher based on the percentage

	of students meeting or exceeding minimum growth expectations.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (9 - 17 points) Results meet District goals for similar students.	88%-89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% - 72% = 9 points
Developing (3 - 8 points) Results are below District goals for similar students.	67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points 53% - 56% = 4 points 50% - 52% = 3 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	21%-49% = 2 points 1% - 20% = 1 point 0% = 0 points

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

assets/survey-uploads/5364/135222-avH4IQNZMh/Form2_10_AllOtherCourses[1]PER SED PHONE CONFERENCE#2.doc

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/5364/135222-TXEttx9bQW/Growth models_2.11per SED PHONE CONFERENCE.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.

None

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 Thursday, December 06, 2012

Updated Wednesday, January 09, 2013

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	AIMSWEB ELA
5	6(ii) School wide measure computed locally	AIMSWEB ELA
6	6(ii) School wide measure computed locally	AIMSWEB ELA
7	6(ii) School wide measure computed locally	AIMSWEB ELA
8	6(ii) School wide measure computed locally	AIMSWEB ELA

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.	Information entered at 3.3. All teachers will have their 20 point local HEDI score based on the total percent of students, grade wide, who meet or achieve the achievement targets set by AIMSWEB. A corresponding 0-20 HEDI score will be determined using the point allocation below. In the event a Value Added measure is approved and implemented, a conversion from a 20 point to a 15 point scale will be done as indicated in the attachment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% = 72% = 9 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points 53% - 56% = 4 points 50% - 52% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21% - 49% = 2 points 1% - 20% = 1 point 0% = 0 points

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	AIMSWEB ELA
5	6(ii) School wide measure computed locally	AIMSWEB ELA
6	6(ii) School wide measure computed locally	AIMSWEB ELA
7	6(ii) School wide measure computed locally	AIMSWEB ELA
8	6(ii) School wide measure computed locally	AIMSWEB ELA

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.	Information entered at 3.3. All teachers will have their 20 point local HEDI score based on the total percent of students, grade wide, who meet or achieve the achievement targets set by AIMSWEB. A corresponding 0-20 HEDI score will be determined using the point allocation below. In the event a Value Added measure is approved and implemented, a conversion from a 20 point to a 15 point scale will be done as indicated in the attachment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% = 72% = 9 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points 53% - 56% = 4 points 50% - 52% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21% - 49% = 2 points 1% - 20% = 1 point 0% = 0 points

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/5139/268698-rhJdBgDruP/Student Achievement_K-8_3.3PER SED PHONE CONFERENCE.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
K	6(ii) School-wide measure computed locally	AIMSWEB ELA
1	6(ii) School-wide measure computed locally	AIMSWEB ELA
2	6(ii) School-wide measure computed locally	AIMSWEB ELA
3	6(ii) School-wide measure computed locally	AIMSWEB ELA

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

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

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.	Information entered at 3.13. All teachers will have their 20 point local HEDI score based on the total percent of students, grade wide, who meet or achieve the achievement targets set by AIMSWEB. A corresponding 0-20 HEDI score will be determined using the point allocation below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% = 72% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points 53% - 56% = 4 points 50% - 52% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21% - 49% = 2 points 1% - 20% = 1 point 0% = 0 points

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	AIMSWEB ELA
1	6(ii) School-wide measure computed locally	AIMSWEB ELA

2	6(ii) School-wide measure computed locally	AIMSWEB ELA
3	6(ii) School-wide measure computed locally	AIMSWEB ELA

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.	Information entered at 3.13. All teachers will have their 20 point local HEDI score based on the total percent of students, grade wide, who meet or achieve the achievement targets set by AIMSWEB. A corresponding 0-20 HEDI score will be determined using the point allocation below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% = 72% = 9 points
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points 53% - 56% = 4 points 50% - 52% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21% - 49% = 2 points 1% - 20% = 1 point 0% = 0 points

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	AIMSWEB ELA
7	6(ii) School wide measure computed locally	AIMSWEB ELA
8	6(ii) School wide measure computed locally	AIMSWEB ELA

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.	Information entered at 3.13. All teachers will have their 20 point local HEDI score based on the total percent of students, grade wide, who meet or achieve the achievement targets set by AIMSWEB. A corresponding 0-20 HEDI score will be determined using the point allocation below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% = 72% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points 53% - 56% = 4 points 50% - 52% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21% - 49% = 2 points 1% - 20% = 1 point 0% = 0 points

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	AIMSWEB ELA
7	6(ii) School wide measure computed locally	AIMSWEB ELA
8	6(ii) School wide measure computed locally	AIMSWEB ELA

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	Information entered at 3.13. All teachers will have their 20 point local HEDI score based on the total percent of
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	students, grade wide, who meet or achieve the achievement targets set by AIMSWEB. A corresponding 0-20 HEDI score will be determined using the point allocation below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% = 72% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points 53% - 56% = 4 points 50% - 52% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21% - 49% = 2 points 1% - 20% = 1 point 0% = 0 points

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: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams
Global 2	6(ii) School wide measure computed locally	NYS: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams
American History	6(ii) School wide measure computed locally	NYS: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams

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.	Information entered at 3.13. All teachers will have their 20 point local HEDI score based on the total percent of students who meet or achieve the achievement target of percent of students receiving a 65 or higher on the regents exams. A corresponding 0-20 HEDI score will be determined using the point allocation below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% = 72% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points 53% - 56% = 4 points 50% - 52% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21% - 49% = 2 points 1% - 20% = 1 point 0% = 0 points

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: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams
Earth Science	6(ii) School wide measure computed locally	NYS: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History

		Geography, United States History Government, and Comprehensive English Regents Exams
Chemistry	6(ii) School wide measure computed locally	NYS: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams
Physics	6(ii) School wide measure computed locally	NYS: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams

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.	Information entered at 3.13. All teachers will have their 20 point local HEDI score based on the total percent of students who meet or achieve the achievement target of percent of students receiving a 65 or higher on the regents exams. A corresponding 0-20 HEDI score will be determined using the point allocation below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% = 72% = 9 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points 53% - 56% = 4 points 50% - 52% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21% - 49% = 2 points 1% - 20% = 1 point 0% = 0 points

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: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams
Geometry	6(ii) School wide measure computed locally	NYS: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams
Algebra 2	6(ii) School wide measure computed locally	NYS: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams

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.	Information entered at 3.13. All teachers will have their 20 point local HEDI score based on the total percent of students who meet or achieve the achievement target of percent of students receiving a 65 or higher on the regents exams. A corresponding 0-20 HEDI score will be determined using the point allocation below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% = 72% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points 53% - 56% = 4 points

50% - 52% = 3 points

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

21% - 49% = 2 points

1% - 20% = 1 point

0% = 0 points

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: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	NYS: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	NYS: Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, Physical Science/Physics, Integrated Algebra, Geometry, Algebra 2/Trigonometry, Global History Geography, United States History Government, and Comprehensive English Regents Exams

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.	Information entered at 3.13. All teachers will have their 20 point local HEDI score based on the total percent of students who meet or achieve the achievement target of percent of students receiving a 65 or higher on the regents exams. A corresponding 0-20 HEDI score will be determined using the point allocation below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points

79% - 80% = 13 points
 77% - 78% = 12 points
 75% - 76% = 11 points
 73% - 74% = 10 points
 70% - 72% = 9 points

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

67% - 69% = 8 points
 64% - 66% = 7 points
 61% - 63% = 6 points
 57% - 60% = 5 points
 53% - 56% = 4 points
 50% - 52% = 3 points

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

21% - 49% = 2 points
 1% - 20% = 1 point
 0% = 0 points

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 Grade K	6(ii) School wide measure computed locally	AIMSWEB ELA
Art Grade 1	6(ii) School wide measure computed locally	AIMSWEB ELA
Art Grade 2	6(ii) School wide measure computed locally	AIMSWEB ELA
Art Grade 3	6(ii) School wide measure computed locally	AIMSWEB ELA
Art Grade 4	6(ii) School wide measure computed locally	AIMSWEB ELA
Art Grade 5	6(ii) School wide measure computed locally	AIMSWEB ELA
Art Grade 6	6(ii) School wide measure computed locally	AIMSWEB ELA
Art Grade 7 - 8	6(ii) School wide measure computed locally	AIMSWEB ELA
Studio Art	6(ii) School wide measure computed locally	AIMSWEB ELA
Music Grade K-1	6(ii) School wide measure computed locally	AIMSWEB ELA
Music Grade 2	6(ii) School wide measure computed locally	AIMSWEB ELA
Music Grade 3-4	6(ii) School wide measure computed locally	AIMSWEB ELA
Music Grade 5-6	6(ii) School wide measure computed locally	AIMSWEB ELA
Music Grade 7-8	6(ii) School wide measure computed locally	AIMSWEB ELA
Music Grade 9-12	6(ii) School wide measure computed locally	AIMSWEB ELA
Library Grade 1	6(ii) School wide measure computed locally	AIMSWEB ELA
Library Grade 3	6(ii) School wide measure computed locally	AIMSWEB ELA
Library Grade 4	6(ii) School wide measure computed locally	AIMSWEB ELA
Physical Education Grade K	6(ii) School wide measure computed locally	AIMSWEB ELA
Physical education Grade 1	6(ii) School wide measure computed locally	AIMSWEB ELA

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.	Information entered at 3.13. All teachers will have their 20 point local HEDI score based on the total percent of students, grade wide, who meet or achieve the achievement targets set by AIMSWEB or the total percent of students who meet or achieve the achievement target of percent of students receiving a 65 or higher on the regents exams. A corresponding 0-20 HEDI score will be determined using the point allocation below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	88% - 89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% = 72% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points 53% - 56% = 4 points 50% - 52% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	21% - 49% = 2 points 1% - 20% = 1 point 0% = 0 points

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

[assets/survey-uploads/5139/268698-Rp00l6pk1T/Form3_12_AllOtherCourses\[1\]PER SEDPHONE CONFERENCE.doc](#)

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/5139/268698-y92vNseFa4/Student Achievement_Elementary_Middle_High_3.13per SED PHONE CONFERENCE.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.

No Special Considerations

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.

Not Applicable

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 Friday, December 21, 2012

Updated Wednesday, January 09, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(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	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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.

The Danielson Rubric (2007) was chosen by the Scotia-Glenville CSD APPR team. Thirty-six points (36) will be based upon classroom observations. Probationary teachers will receive a minimum of three (3) observations, at least one (1) of which is announced. The remaining two (2) formal observations of probationary teachers will be announced. Tenured teachers will receive a minimum of two formal observations. One (1) formal observation of tenured staff will be unannounced and one (1) will be announced. A teacher or an administrator may request additional observations. and walk-throughs will be conducted (as is District practice). The assignment of formal observation points will be based upon Danielson's Domain 1 (Planning and Preparation), Domain 2 (The Classroom Environment), and Domain 3 (Instruction).

The remaining twenty-four (24) points will be based upon pre and post conferences, evidence and artifacts provided by the teacher.

These twenty-four (24) points align with Danielson's Domain 4 (Professional Responsibilities).

The spreadsheet used to assign points is embedded with a formula which will calculate the points accordingly, and align with the HEDI score. The calculation is as follows: The total possible points on the attached rubric for Domains 1-3 is 224. The total earned will be divided by 224 and multiplied by 36 to determine a subtotal, for Domains 1-3. The total possible points on the attached rubric for Domain 4 is 80. The total earned will be divided by 80 and multiplied by 24 to determine a subtotal for Domain 4. The two subtotals will be added to determine a score out of 60. Note: A teacher receiving a rating of Unsatisfactory across all components will receive a total score of 0. We understand composite scores must be in whole numbers.

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/5091/289696-eka9yMJ855/Danielson Rubric Points mtg revised_FINAL.xlsx](#)

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.	The District will use the Danielson Rubric (2007) to determine the HEDI rating, utilizing a four (4) point scale. The score will then be converted to a sixty (60) point scale using the conversion chart uploaded in item 4.5.
Effective: Overall performance and results meet NYS Teaching Standards.	The District will use the Danielson Rubric (2007) to determine the HEDI rating, utilizing a four (4) point scale. The score will then be converted to a sixty (60) point scale using the conversion chart uploaded in item 4.5.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The District will use the Danielson Rubric (2007) to determine the HEDI rating, utilizing a four (4) point scale. The score will then be converted to a sixty (60) point scale using the conversion chart uploaded in item 4.5.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The District will use the Danielson Rubric (2007) to determine the HEDI rating, utilizing a four (4) point scale. The score will then be converted to a sixty (60) point scale using the conversion chart uploaded in item 4.5.

Provide the ranges for the 60-point scoring bands.

Highly Effective	51-60
Effective	38-50
Developing	25-37
Ineffective	0-24

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person
-

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

- Not Applicable
-

5. Composite Scoring (Teachers)

Created Thursday, December 27, 2012

Updated Tuesday, January 08, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	51-60
Effective	38-50
Developing	25-37
Ineffective	0 - 24

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 Tuesday, May 29, 2012

Updated Tuesday, January 08, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/135223-Df0w3Xx5v6/Sample Plan TIP_APPR.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Annual Professional Performance Review
Appeals Process*

The teacher who disagrees with their evaluation may file an appeal of an evaluation. The teacher may seek the support of the Scotia-Glenville Teachers' Association in filing an appeal; however, such support is not required to file an appeal.

Appeal of an evaluation will be limited to tenured teachers who receive a developing or ineffective evaluation rating. A teacher may not file more than one appeal of a single composite score or Teacher Improvement Plan. This restriction applies to any and all parts of the teacher evaluation or Teacher Improvement Plan under appeal.

Steps in the Appeals Process

Step 1: Appeals should be submitted in writing to the evaluator within no more than seven (7) business days of receiving the composite score. The written appeal should include the reason for the appeal with specific evidence and documentation.

A written response to the appeal from the evaluator should be submitted to the teacher within seven (7) business days of the filing of the appeal.

If the appeal is not resolved at Step 1, the teacher may choose to utilize Step 2 or go directly to Step 3 of the Appeals Process. If the individual chooses to go to Step 3, the decision rendered by the superintendent at Step 3 is final.

Step 2: The teacher may request an appeal of the evaluator's Step 1 response by writing to the superintendent within no more than ten (10) business days of receiving the evaluator's Step 1 response. The request for an appeal should contain any additional information submitted at Step 1.

A standing committee made up of two (2) tenured administrators appointed by the superintendent of schools and two (2) tenured teachers appointed by the president of the Scotia-Glenville Teachers' Association (SGTA) will hear the appeal at Step 2, within ten (10) days of the Step 2 request. The committee's task is to answer the question, "Has the teacher demonstrated that the APPR should be modified?" The committee may only consider claims of procedural violations or the substance of the APPR, and shall determine whether the claims are significant enough to modify the APPR.

Upon conclusion of its consideration of an appeal, each member of the standing committee shall vote to either uphold the APPR or modify the APPR. The committee shall give written notice of its decision to the appealing teacher, the president of the SGTA, and the superintendent of schools within ten (10) business days of the Step 2 appeal. A majority decision of the committee at Step 2 appeal shall be considered final, although the teacher may utilize a Step 3 appeal. In the event of a tie, the appeal moves to Step 3.

If the decision is unanimous, the committee writes a single statement and submits it to the superintendent. In the event the committee is not unanimous in its decision then each member of the committee shall write a brief statement setting forth and explaining his or her recommendation for disposition of the appeal. The committee members' written statements, together with the full record of the appeal, shall then be forwarded to the superintendent of schools. The superintendent should receive all materials within ten (10) business days of the decision in a Step 2 appeal.

Step 3: The superintendent may, but is not required to, meet with any individuals forwarding an appeal. The appeal is on the record only and a meeting with the superintendent is not required.

The superintendent shall issue a decision within ten (10) business days of receiving a request for an appeal.

Appeal Process Results

The superintendent has the option to uphold a rating, modify a rating, order a re-evaluation, order an evaluation by an independent evaluator of their choosing, or determine another option as a response to the appeal. Any additional evaluation must be conducted by an independent evaluator trained in a similar manner to those conducting evaluations.

The written decision from the superintendent is a final and binding decision. The appeals process is not subject to the grievance procedure in the Agreement Between the Scotia-Glenville Central School District and the Scotia-Glenville Teachers' Association dated July 1, 2011 – June 30, 2013.

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.

One method of training being utilized with evaluators is professional development delivered through Capital Region BOCES. Training for evaluators has been ongoing and certificates of completion of training sessions maintained in the Superintendent's Office.

In addition, a consultant has been retained by the dIstrict who has participated in all state level training and is able to instruct district personnel, teachers and administrators, in the use of the Danielson rubric (2007). As the Board Appointed Lead Evaluator, the Superintendent of Schools will cerify evaluators and attest to their training annually.

Evaluators will attend a minimum of 12 hours of training anually. The consultant retained by the District will conduct teacher observations with each evaluator and those results will be used to establish inter-rater reliability.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, December 21, 2012

Updated Wednesday, January 09, 2013

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

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

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

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

K - 5
6 - 8
9 - 12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	(No response)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	(No response)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	(No response)
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	(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)

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 Friday, December 28, 2012

Updated Wednesday, January 09, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	NYS 3-5 ELA/Math Assessments
6-8	(a) achievement on State assessments	NYS 6-8 ELA / Math Assessments
9 - 12	(g) % achieving specific level on Regents or alternatives	All NYS Regents Exams

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.	All principals will have their 15 point local HEDI score based on the total percent of students, grade wide, who meet or achieve the achievement targets set by AIMSWEB or a passing grade of 65 on regents exams. The corresponding 0-15 HEDI score will be determined using the point allocation below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	96% - 100% = 15 points 91 - 95% = 14 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89% - 90% = 13 points 87% - 88% = 12 points 85% - 86% = 11 points 83% - 84% = 10 points 81% - 82% = 9 points 79% - 80% = 8 points

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	75% - 78% = 7 points
	73% - 74% = 6 points
	70% - 72% = 5 points
	68% - 69% = 4 points
	65% - 67% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50% - 64% = 2 points
	25% - 49% = 1 point
	0% - 24% = 0 points

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

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)

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.

No Special Considerations

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Friday, December 28, 2012

Updated Wednesday, January 09, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

*Goal Development and Attainment = 10 points (as part of observation component)
 Observation Component = 50 points (plus 10 points for Goal Development and Attainment) for a total of 60 points. Points will be assigned by the Superintendent of Schools or DCI in accordance to the agreed upon conversion table and rubric. Each observation component will be scored on a scale of 1-4, an average will be taken to get a single score of 0-60 based on the attached conversion chart. We understand that principals composite scores must be in whole numbers. The APPR team has agreed to use the attached conversion table with the Multi-Dimensional Principal Performance Rubric. The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value.*

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/5143/293658-pMADJ4gk6R/MPPR Conversion Table.pdf>

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

Highly Effective: Overall performance and results exceed standards.	The Scotia-Glenville CSD will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating. We will utilize a four (4) point scale and then convert to a sixty (60) point scale using the conversion chart uploaded in 9.7 (59-60 points)
Effective: Overall performance and results meet standards.	The Scotia-Glenville CSD will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating. We will utilize a four (4) point scale and then convert to a sixty (60) point scale using the conversion chart uploaded in 9.7.(57-58 points)

Developing: Overall performance and results need improvement in order to meet standards.	The Scotia-Glenville CSD will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating. We will utilize a four (4) point scale and then convert to a sixty (60) point scale using the conversion chart uploaded in 9.7.(50 - 56 points)
Ineffective: Overall performance and results do not meet standards.	The Scotia-Glenville CSD will use the Multi-Dimensional Principal Performance Rubric to determine the HEDI rating. We will utilize a four (4) point scale and then convert to a sixty (60) point scale using the conversion chart uploaded in 9.7.(0-49 points)

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	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

Tenured Principals

By supervisor	5
By trained administrator	0
By trained independent evaluator	0
Enter Total	5

10. Composite Scoring (Principals)

Created Friday, December 28, 2012

Updated Tuesday, January 08, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	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 Friday, December 21, 2012

Updated Tuesday, January 08, 2013

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/5276/289694-Df0w3Xx5v6/Sample Plan PIP_APPR.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Principals Annual Professional Performance Review (APPR)
Appeal Process*

The principal who disagrees with their evaluation may file an appeal of the evaluation. The principal may seek the support of the

Scotia-Glenville Administrators' Association in filing an appeal; however, such support is not required to file an appeal.

Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing.

a. A draft annual evaluation shall be presented to the School Principal at a meeting between the administrator and the Superintendent of Schools to be held no later than June 30th.

b. Within ten (10) school days of the receipt of the draft evaluation of a school principal's annual evaluation from the Superintendent of Schools, the administrator may present information, suggestions, and materials, in writing to the Superintendent of Schools.

c. Within ten (10) school days of the receipt of the final evaluation providing a rating, a principal may appeal the annual evaluation to the Director of Curriculum and Instruction. If a principal is on vacation when the final evaluation is issued, the ten (10) days for appeal provided herein shall not commence until the principal returns from vacation. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:

1. the substance and rating of the annual professional performance review;

2. the school district's adherence to standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;

3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and

4. the school district's issuance and/or implementation of the terms of the principal's improvement plan.

d. Any issue not raised in the written appeal shall be deemed waived.

e. Within five (5) school days of receipt of the appeal, the Director of Curriculum and Instruction will issue formal written notice to the President of the Scotia-Glenville Administrator's Association, requesting that a member of the Association be selected to hear the appeal in conjunction with the Director of Curriculum and Instruction. A date / time to hear the appeal shall be determined within five (5) business days.

f. The appeal must be heard within twenty (20) days (inclusive of the five day period to set a date / time for the hearing). The decision of the appeal must be issued in writing to the Superintendent of Schools and Scotia-Glenville Administrators' Association President within the twenty (20) day period. The written decision issued by the Director of Curriculum and Instruction and Scotia-Glenville Administrators' Association representative is a final and binding decision.

g. Within the same 20 day period, the Director of Curriculum and Instruction and Scotia-Glenville Administrators' Association representative have the option to uphold a rating, modify a rating, order a re-evaluation, or order an evaluation by a mutually selected independent evaluator. Any additional evaluation must be conducted by an independent evaluator trained in a similar manner to those conducting evaluations. Any re-evaluation must take place within 10 business days.

h. The District and Association will maintain a list of four (4) administrators that may be mutually selected to complete an independent evaluation. The list of administrators will be revised annually.

i. The cost of the independent evaluation will be borne equally between the Association and the District.

j. The time frames referred to in the Appeals Process may be extended by mutual agreement of the parties. Any extension will be timely and expeditious and in compliance with Education Law 3012-c.

k. The appeals process is not subject to the grievance procedure in the Agreement Between the Scotia-Glenville Central School District and the Scotia-Glenville Administrators' Association dated July 1, 2008 – June 30, 2013.

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.

Initially, Lead Evaluator training was provided to the superintendent through the New York State Council of School Superintendents. The Scotia-Glenville superintendent and director of curriculum and instruction are being provided on-going training as Lead Evaluators through Capital Region BOCES. Training for Lead Evaluators has occurred during the 2011 - 2012 and 2012 - 2013 school years. Certificates of completion of training sessions for each Lead Evaluator are maintained in the Superintendent's Office. During the 2012 - 2013 school year, the superintendent of schools will serve as the Lead Evaluator for all principals.

The Superintendent of Schools was certified as a Lead Evaluator by the Scotia-Glenville Board of Education and will certify other Lead Evaluators and Evaluators of principals. Lead Evaluators and Evaluators will be re-certified by the superintendent (following training) prior to the start of each subsequent school year.

Lead Evaluators and Evaluators of principals will attend a minimum of twelve (12) hours of training annually. Inter-rate reliability will be established by having the Lead Evaluator and Evaluator conduct joint evaluations of the district's principals. In addition, CR BOCES professional development staff will provide at least one joint evaluation of a principal with the Lead Evaluator or Evaluator.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, December 19, 2012

Updated Wednesday, January 09, 2013

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/5581/285721-3Uqgn5g9Iu/Scotia_Glenville_Dsitric Certification Form 1_9_13.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.

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education Grade 2	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	WSWHE BOCES Developed Grade 2 PE Assessment
Physical Education Grade 3	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	WSWHE BOCES Developed Grade 3 PE Assessment
Physical Education Grade 4	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	WSWHE BOCES Developed Grade 4 PE Assessment
Physical Education Grade 5	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	WSWHE BOCES Developed Grade 5 PE Assessment

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education Grade 6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	WSWHE BOCES Developed Grade 6 PE Assessment
Physical Education Grade 8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	WSWHE BOCES Developed Grade 8 PE Assessment
Physical Education Grade 11-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	WSWHE BOCES Developed Grade 11-12 PE Assessment
Health Grade 6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glennville SD – developed Grade 6 Health Assessment

Form 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
Health Grade 8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Grade 8 Health Assessment
Health Grade 9-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Grade 9-12 Health Assessment
English Grade 12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Grade 12 English Assessment
Participation in Government Grade 12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Grade 12 Participation in Government Assessment

Form 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
Economics Grade 12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Grade 12 Economics Assessment
Spanish I	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Spanish I Assessment
Spanish II	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Spanish II Assessment
Spanish III	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Spanish III Assessment

Form 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
French I	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed French I Assessment
French III	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed French III Assessment
German III	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed German III Assessment
Technology: Small Engines	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Technology: Small Engines Assessment

Form 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
Technology: Materials Processing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Technology: Materials Processing Assessment
Business Law	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Business Law Assessment
Accounting	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Accounting Assessment
Marketing	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Marketing Assessment

Form 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
CISCO IT Essentials	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed CISCO IT Essentials Assessment
Computer Software Applications	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Computer Software Applications Assessment
Science and Engineering	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Science and Engineering Assessment
Topics in Biology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Topics in Biology Assessment

Form 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
	Introduction to Medicine	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Introduction to Medicine Assessment
	Advanced Placement Psychology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Advanced Placement Psychology Assessment
	Social Psychology	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Social Psychology Assessment
	Working with People	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Working with People Assessment

Form 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
Food Preparation and Nutrition	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Food Preparation and Nutrition Assessment
Technology Grade 6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Technology Grade 6 Assessment
Technology Grade 8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Technology Grade 8 Assessment
Home and Career Skills Grade 8	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Scotia Glenville SD – developed Home and Career Skills Grade 8 Assessment

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

Growth Measures subcomponent. Include any district-determined expectations for student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>Minimum growth expectations for SLO's have been determined by the district based on district developed pre-test measures or BOCES designated measures on BOCES created pre-tests, and are consistent in the same grade level/subject or course and approved by the appropriate building principal. Scoring bands will be used to assign points. Staff will choose between two general formats, one being band growth and the other being percentile growth. Formats are explained in the attached document.HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding minimum growth expectations.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>97% - 100% = 20 points 94% - 96% = 19 points 90% - 93% = 18 points</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>88%-89% = 17 points 86% - 87% = 16 points 84% - 85% = 15 points 81% - 83% = 14 points 79% - 80% = 13 points 77% - 78% = 12 points 75% - 76% = 11 points 73% - 74% = 10 points 70% - 72% = 9 points</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>67% - 69% = 8 points 64% - 66% = 7 points 61% - 63% = 6 points 57% - 60% = 5 points</p>

	<p>53% - 56% = 4 points</p> <p>50% - 52% = 3 points</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>21%-49% = 2 points</p> <p>1% - 20% =1 point</p> <p>0% = 0 points</p>

Percent Growth Model

Group L

(0-20% on pretest) must earn back **40%** of the points to 100

Target score is $(100 - \text{the pretest score}) \times .4 + \text{pretest score}$

Group M

(21-60% on pre-test) must earn back **50%** of the points to 100

Target score is $(100 - \text{the pretest score}) \times .5 + \text{pretest score}$

Group H

(61-100% on pre-test) must earn back **60%** of the points to 100

Target score is $(100 - \text{the pretest score}) \times .6 + \text{pretest score}$

Percentage of students who meet or exceed targets are teacher percentage to be applied to HEDI scale

Band Growth Model

Band 1: **85%** of students who scored 0-20% on pretest will score **55** or higher on post

Band 2: **85%** of students who scored 21-40% on pretest will score **65** or higher on post

Band 3: **85%** of students who scored 41-60% on pretest will score **75** or higher on post

Band 4: **85%** of students who scored 61-100% on pretest will score **85** or higher on post

$(\text{Percentage of students who meet or exceed target}) \div .85 = \text{teacher percentage to be applied to HEDI scale}$

Items in **bold** are floor values—they cannot be set lower.

For State Assessments Scored on a 1-4 Basis: What student progress meets expectations				
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

SCOTIA – GLENVILLE CENTRAL SCHOOLS



TEACHER IMPROVEMENT PLAN

Name:

Date:

Date Last Edited:

Subject: _____ Improvement Plan

The following chart details the timeline, tasks, processes, person(s) responsible, and anticipated outcomes of _____
_____ teacher improvement plan.

Timeline	Task	Process	Person(s) Responsible	Anticipated Outcome(s)

Elementary Student Achievement: Locally Selected Measures

20 points

Introduction:

The Scotia-Glenville Central School District has four (4) elementary schools. All four schools are kindergarten through fifth grade schools. The four schools include: Glendaal Elementary School, Glen-Worden Elementary School, Lincoln Elementary School and Sacandaga Elementary School.

Measure of Student Achievement:

A student achievement score will be calculated using grade level scores on the AIMSWeb ELA across district elementary schools. A single score will be calculated for all district students in each grade including kindergarten, first, second, third, fourth and fifth.

Achievement scores for each grade level will be calculated using the spring benchmark and the number of students who meet the AIMSWeb designated target.

Teachers:

All teachers in grades kindergarten through fifth will be given the same group score based on grade level assignment.

Scoring:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	94-96%	90-93%	88-89%	86-87%	84-85%	81-83%	79-80%	77-78%	75-76%	73-74%	70-72%	67-69%	64-66%	61-63%	57-60%	53-56%	50-52%	21-49%	1-20%	0%

The district’s APPR team agreed to this strategy as we believe all teachers in each elementary school contribute to student achievement. The district has used AIMSWeb ELA for three years and is able to consider student growth in the context of growth over time (longitudinal growth) as well as growth within each school year. The APPR team, though recognizing the limits of the AIMSWeb ELA measure, preferred to use this data over introducing yet another measure for student achievement.

In the event that the state approves a Value-Added model, the Scotia-Glenville School District understands it must convert the score above to a fifteen (15) point scale. A proportional calculation will be conducted as follows: # of HEDI points earned out of 20/ 20 = x/15. This calculation will generate a score out of 15. Standard rounding rules should apply, a HEDI Rating will not change based on the calculation.

Middle School Student Achievement: Locally Selected Measures

20 points

Introduction:

The Scotia-Glenville Central School District has a single, grade sixth through eighth middle school.

Measure of Student Achievement:

A student achievement score will be calculated using grade level scores on the AIMSWeb ELA. A single score will be calculated for all students in each grade including sixth, seventh, and eighth.

Achievement scores for each grade level will be calculated using the spring benchmark and the number of students who meet the AIMSWeb designated target.

Teachers:

All teachers in grades sixth, seventh, and eighth will be given the same group score based on primary grade level assignment.

Scoring:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	94-96%	90-93%	88-89%	86-87%	84-85%	81-83%	79-80%	77-78%	75-76%	73-74%	70-72%	67-69%	64-66%	61-63%	57-60%	53-56%	50-52%	21-49%	1-20%	0%

The district's APPR team agreed to this strategy as we believe all teachers at the middle school contribute to student achievement. The district has used AIMSWeb ELA for three years and is able to consider student growth in the context of growth over time (longitudinal growth) as well as growth within each school year. The APPR team, though recognizing the limits of the AIMSWeb ELA measure, preferred to use this data over introducing yet another measure for student achievement.

In the event that the state approves a Value-Added model, the Scotia-Glenville School District understands it must convert the score above to a fifteen (15) point scale. A proportional calculation will be conducted as follows: # of HEDI points earned out of 20/ 20 = x/15. This calculation will generate a score out of 15. Standard rounding rules should apply, a HEDI Rating will not change based on the calculation.

Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education Grade 2	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	AIMSWEB ELA
Physical Education Grade 3	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	AIMSWEB ELA
Physical Education	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State 	AIMSWEB ELA

Grade 4	<ul style="list-style-type: none"> <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
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Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education Grade 5	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	AIMSWEB ELA
Physical Education Grade 6	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED 	AIMSWEB ELA

	<ul style="list-style-type: none"> <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Physical Education Grade 8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	AIMSWEB ELA

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Education Grade 11-12	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party 	All NYS Regents Exams

	<ul style="list-style-type: none"> <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Health 6	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	AIMSWEB ELA
Health 8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	AIMSWEB ELA

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Health 9-12	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
ELA 12	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Participation in Government 12	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED 	All NYS Regents Exams

	<ul style="list-style-type: none"> <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Economics 12	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Spanish I	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed 	All NYS Regents Exams

	<ul style="list-style-type: none"> <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Spanish II	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Spanish III	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams

French I	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
French III	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
German III	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED 	All NYS Regents Exams

	<ul style="list-style-type: none"> <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Technology: Small Engines	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Technology: Materials Processing	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure 	All NYS Regents Exams

	<ul style="list-style-type: none"> <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Business Law	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Accounting	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Marketing	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State 	All NYS Regents Exams

	<ul style="list-style-type: none"> <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
CISCO IT Essentials	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Computer Software Applications	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally 	All NYS Regents Exams

	<ul style="list-style-type: none"> <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Science and Engineering	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Topics in Biology	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure 	All NYS Regents Exams

	<ul style="list-style-type: none"> <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Introduction to Medicine	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Advanced Placement Psychology	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Social Psychology	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State 	All NYS Regents Exams

	<ul style="list-style-type: none"> <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Working with People	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	All NYS Regents Exams
Food Preparation and Nutrition	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed 	All NYS Regents Exams

	<ul style="list-style-type: none"> <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Technology 6	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	AIMSWEB ELA
Technology 8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	AIMSWEB ELA

Home and Career Skills 8	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input checked="" type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	AIMSWEB ELA
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Elementary Student Achievement: Locally Selected Measures

20 points

Introduction:

The Scotia-Glenville Central School District has four (4) elementary schools. All four schools are kindergarten through fifth grade schools. The four schools include: Glendaal Elementary School, Glen-Worden Elementary School, Lincoln Elementary School and Sacandaga Elementary School.

Measure of Student Achievement:

A student achievement score will be calculated using grade level scores on the AIMSWeb ELA across district elementary schools. A single score will be calculated for all district students in each grade including kindergarten, first, second, third, fourth and fifth.

Achievement scores for each grade level will be calculated using the spring benchmark and the number of students who meet the AIMSWeb designated target.

Teachers:

All teachers in grades kindergarten through fifth will be given the same group score based on grade level assignment.

Scoring:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	94-96%	90-93%	88-89%	86-87%	84-85%	81-83%	79-80%	77-78%	75-76%	73-74%	70-72%	67-69%	64-66%	61-63%	57-60%	53-56%	50-52%	21-49%	1-20%	0%

The district’s APPR team agreed to this strategy as we believe all teachers in each elementary school contribute to student achievement. The district has used AIMSWeb ELA for three years and is able to consider student growth in the context of growth over time (longitudinal growth) as well as growth within each school year. The APPR team, though recognizing the limits of the AIMSWeb ELA measure, preferred to use this data over introducing yet another measure for student achievement.

In the event that the state approves a Value-Added model, the Scotia-Glenville School District understands it must convert the score above to a fifteen (15) point scale.

Middle School Student Achievement: Locally Selected Measures

20 points

Introduction:

The Scotia-Glenville Central School District has a single, grade sixth through eighth middle school.

Measure of Student Achievement:

A student achievement score will be calculated using grade level scores on the AIMSWeb ELA. A single score will be calculated for all students in each grade including sixth, seventh, and eighth.

Achievement scores for each grade level will be calculated using the spring benchmark and the number of students who meet the AIMSWeb designated target.

Teachers:

All teachers in grades sixth, seventh, and eighth will be given the same group score based on primary grade level assignment.

Scoring:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100 %	94-96 %	90-93 %	88-89 %	86-87 %	84-85 %	81-83 %	79-80 %	77-78 %	75-76 %	73-74 %	70-72 %	67-69 %	64-66 %	61-63 %	57-60 %	53-56 %	50-52 %	21-49 %	1-20 %	0 %

The district’s APPR team agreed to this strategy as we believe all teachers at the middle school contribute to student achievement. The district has used AIMSWeb ELA for three years and is able to consider student growth in the context of growth over time (longitudinal growth) as well as growth within each school year. The APPR team, though recognizing the limits of the AIMSWeb ELA measure, preferred to use this data over introducing yet another measure for student achievement.

In the event that the state approves a Value-Added model, the Scotia-Glenville School District understands it must convert the score above to a fifteen (15) point scale

High School Student Achievement: Locally Selected Measures

20 points

Introduction:

The Scotia-Glenville Central School District has a single, grade nine through twelve high school.

Measure of Student Achievement:

A student achievement score will be calculated using an average of the percentage of students in grades nine through twelve, passing at 65 or above, ten (10) Regents examinations. These Regents include Living Environment, Physical Setting / Earth Science, Physical Setting / Chemistry, Physical Setting / Physics, Integrated Algebra, Integrated Geometry, Algebra II / Trigonometry, Comprehensive English, Global History and Geography, and US History and Government.

The score will then be converted based upon the scoring scale below.

Teachers:

All teachers in grades nine through twelve will be given the same Regents examination group score.

Scoring:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	94-96%	90-93%	88-89%	86-87%	84-85%	81-83%	79-80%	77-78%	75-76%	73-74%	70-72%	67-69%	64-66%	61-63%	57-60%	53-56%	50-52%	21-49%	1-20%	0%

The district’s APPR team agreed to this strategy as we believe all teachers at the high school contribute to student achievement and all students are expected to be successful on the gateway examinations.

In the event that the state approves a Value-Added model, the Scotia-Glenville School District understands it must convert the score above to a fifteen (15) point scale.

SCOTIA – GLENVILLE CENTRAL SCHOOLS



PRINCIPAL IMPROVEMENT PLAN

Name:

Date:

Date Last Edited:

The following chart details the timeline, tasks, processes, person(s) responsible, and anticipated outcomes of _____
_____ Principal Improvement Plan.

Timeline	Task	Process	Person(s) Responsible	Anticipated Outcome(s)

Teacher:

School Year:

Evaluator:

Domain 1: Planning And Preparation

Unsatisfactory	Basic	Proficient	Distinguished
1	2	3	4

1a. Demonstrating Knowledge of Content and Pedagogy

Knowledge of content and the structure of the discipline				
Knowledge of prerequisite relationships				
Knowledge of content-related pedagogy				

1b. Demonstrating Knowledge of Students

Knowledge of child and adolescent development				
Knowledge of the learning process				
Knowledge of students' skills, knowledge, and language proficiency				
Knowledge of students' interests and cultural heritage				
Knowledge of students' special needs				

1c. Setting Instructional Outcomes

Value, sequence, and alignment				
Clarity				
Balance				
Suitability for diverse learners				

1d. Demonstrating Knowledge of Resources

Resources for classroom use				
Resources to extend content knowledge and pedagogy				
Resources for students				

1e. Designing Coherent Instruction

Learning activities				
Instructional materials and resources				
Instructional groups				
Lesson and unit structure				

1f. Designing Student Assessments

Congruence with instructional outcomes				
Criteria and standards				
Design of formative assessments				
Use for planning				

Domain 1: Planning And Preparation Total

0

Domain 2: The Classroom Environment

Unsatisfactory	Basic	Proficient	Distinguished
1	2	3	4

2a. Creating an Environment of Respect and Rapport

Teacher interaction with students				
Student interactions with other students				

2b. Establishing a Culture for Learning

Importance of the content				
Expectations for learning and achievement				
Student pride in work				

2c. Managing Classroom Procedures

Management of instructional groups				
Management of transitions				
Management of materials and supplies				
Performance of noninstructional duties				
Supervision of volunteers and paraprofessionals				

2d. Managing Student Behavior

Expectations				
Monitoring of student behavior				
Response to student misbehavior				

2e. Organizing Physical Space

Safety and accessibility				
Arrangement of furniture and use of physical resources				

Domain 2: The Classroom Environment Total

0

Domain 3: Instruction

Unsatisfactory	Basic	Proficient	Distinguished
1	2	3	4

3a. Communicating with students

Expectations for learning				
Directions and procedures				
Explanations of content				
Use of oral and written language				

3b. Using Questioning and Discussion Techniques

Quality of questions				
Discussion techniques				
Student participation				

3c. Engaging Students in Learning

Activities and assignments				
Grouping of students				
Instructional materials and resources				
Structure and pacing				

3d. Using Assessments in Instruction

Assessment criteria				
Monitoring of student learning				
Feedback to students				
Student self-assessment and monitoring of progress				

3e. Demonstrating Flexibility and Responsiveness

Lesson adjustment				
Response to student				
Persistence				

Domain 3: Instruction Total

0

Domain 4: Professional Responsibilities

Unsatisfactory	Basic	Proficient	Distinguished
1	2	3	4

4a. Reflecting on Teaching

Accuracy				
Use in future teaching				

4b. Maintaining Accurate Records

Student completion of assignments				
Student progress in learning				
Noninstructional records				

4c. Communicating with Families

Information about the instructional program				
Information about individual students				
Engagement of families in the instructional program				

4d. Participating in a Professional Community

Relationships with colleagues				
Involvement in a culture of professional inquiry				
Service to the school				
Participation in school and district projects				

4e. Growing and Developing Professionally

Enhancement of content knowledge and pedagogical skill				
Receptivity to feedback from colleagues				
Service to the profession				

4f. Showing Professionalism

Integrity and ethical conduct				
Service to students				
Advocacy				
Decision making				
Compliance with school and district regulations				

Domain 4: Professional Responsibilities Total

Total Points from Danielson Rubric		Element Pts.	
Domain 1, 2, 3 Total Points Possible	224	36	
Total Earned	0	<input type="text" value="0"/>	Points Earned
Domain 4 Total Points Possible	80	24	
Total Earned	0	<input type="text" value="0"/>	Points Earned
Points Earned from 60 point Danielson Rubric		<input type="text" value="0"/>	

4-pt. Rubric Average	Points on a 60-pt. Rubric
Ineffective (0-49)	
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9
1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42
1.350	43
1.358	44

1.367	45
1.375	46
1.383	47
1.392	48
1.400	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	56.3
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)

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: 01/09/2013



Teachers Union President Signature: Date: 01/09/2013



Administrative Union President Signature: Date: 01/09/2013



Board of Education President Signature: Date: 01/09/2013

