



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

Acting Commissioner of Education  
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Albany, New York 12234

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April 17, 2015

**Revised-Expedited Assessment Material Change**

Robert McKeveny, Superintendent  
Seneca Falls Central School District  
98 Clinton St.  
Seneca Falls, NY 13148

Dear Superintendent McKeveny:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) Expedited Assessment Material Change submission meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. 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,

Elizabeth R. Berlin  
Acting Commissioner

Attachment

c: Scott Bischooping

## NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on [DATE], remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

## EXPEDITED MATERIAL CHANGE FORM

### **Directions:**

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see <http://www.regents.nysed.gov/meetings/2014/February2014/214p12heal.pdf>.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval ([educatoreval@mail.nysed.gov](mailto:educatoreval@mail.nysed.gov)) *no later than March 1*. Please note that the Department will not accept late submissions of this form. **Please type "Expedited Assessment Material Change" in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below--that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes within 10 business days of submission. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES:

*Seneca Falls Central School District*

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

**Task 2. State Growth or Other Comparable Measures (Teachers)**

**2.2) Grades K-3 ELA**

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assignment of Points	

**2.3) Grades K-3 Math**

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assignment of Points	

**2.4) Grades 6-8 Science**

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

**2.5) Grades 6-8 Social Studies**

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

**2.6) High School Social Studies Regents Courses**

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

**2.7) High School Science Regents Courses**

<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

**2.8) High School Math Regents Courses**

<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

**2.9) High School English Language Arts**

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

**2.10) All Other Courses**

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

**2.11) HEDI Table(s)**

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

**Task 3. Locally-Selected Measures (Teachers)**

**3.1) Grades 4-8 ELA**

<input checked="" type="checkbox"/> Grade 4 ELA Assessment	<input checked="" type="checkbox"/> Grade 5 ELA Assessment
<input checked="" type="checkbox"/> Grade 4 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 5 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 4 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 5 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 6 ELA Assessment	<input checked="" type="checkbox"/> Grade 7 ELA Assessment
<input checked="" type="checkbox"/> Grade 6 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 7 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 6 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 7 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 8 ELA Assessment	
<input checked="" type="checkbox"/> Grade 8 ELA HEDI Process	
<input checked="" type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input checked="" type="checkbox"/> Grade 4 Math Assessment	<input checked="" type="checkbox"/> Grade 5 Math Assessment
<input checked="" type="checkbox"/> Grade 4 Math HEDI Process	<input checked="" type="checkbox"/> Grade 5 Math HEDI Process
<input checked="" type="checkbox"/> Grade 4 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 5 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 6 Math Assessment	<input checked="" type="checkbox"/> Grade 7 Math Assessment
<input checked="" type="checkbox"/> Grade 6 Math HEDI Process	<input checked="" type="checkbox"/> Grade 7 Math HEDI Process
<input checked="" type="checkbox"/> Grade 6 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Math Assessment	
<input checked="" type="checkbox"/> Grade 8 Math HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

<input checked="" type="checkbox"/> Listed course(s) Assessment(s)
<input checked="" type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

<input checked="" type="checkbox"/> Kindergarten ELA Assessment	<input checked="" type="checkbox"/> Grade 1 ELA Assessment
<input checked="" type="checkbox"/> Kindergarten ELA HEDI Process	<input checked="" type="checkbox"/> Grade 1 ELA HEDI Process
<input checked="" type="checkbox"/> Kindergarten ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 1 ELA Assignment of Points
<input checked="" type="checkbox"/> Grade 2 ELA Assessment	<input checked="" type="checkbox"/> Grade 3 ELA Assessment
<input checked="" type="checkbox"/> Grade 2 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 3 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 2 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

<input checked="" type="checkbox"/> Kindergarten Math Assessment	<input checked="" type="checkbox"/> Grade 1 Math Assessment
<input checked="" type="checkbox"/> Kindergarten Math HEDI Process	<input checked="" type="checkbox"/> Grade 1 Math HEDI Process
<input checked="" type="checkbox"/> Kindergarten Math Assignment of Points	<input checked="" type="checkbox"/> Grade 1 Math Assignment of Points
<input checked="" type="checkbox"/> Grade 2 Math Assessment	<input checked="" type="checkbox"/> Grade 3 Math Assessment
<input checked="" type="checkbox"/> Grade 2 Math HEDI Process	<input checked="" type="checkbox"/> Grade 3 Math HEDI Process
<input checked="" type="checkbox"/> Grade 2 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

<input checked="" type="checkbox"/> Grade 6 Science Assessment	<input checked="" type="checkbox"/> Grade 7 Science Assessment
<input checked="" type="checkbox"/> Grade 6 Science HEDI Process	<input checked="" type="checkbox"/> Grade 7 Science HEDI Process
<input checked="" type="checkbox"/> Grade 6 Science Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Science Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Science Assessment	
<input checked="" type="checkbox"/> Grade 8 Science HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

<input checked="" type="checkbox"/> Grade 6 Social Studies Assessment	<input checked="" type="checkbox"/> Grade 7 Social Studies Assessment
<input checked="" type="checkbox"/> Grade 6 Social Studies HEDI Process	<input checked="" type="checkbox"/> Grade 7 Social Studies HEDI Process
<input checked="" type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input checked="" type="checkbox"/> Grade 8 Social Studies Assessment	
<input checked="" type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input checked="" type="checkbox"/> Global 1 HEDI Process	<input checked="" type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 Assignment of Points	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input checked="" type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

3.9) High School Science Regents Courses

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input checked="" type="checkbox"/> Living Environment HEDI Process	<input checked="" type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input checked="" type="checkbox"/> Chemistry HEDI Process	<input checked="" type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

3.10) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input checked="" type="checkbox"/> Algebra 1 HEDI Process	<input checked="" type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input checked="" type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

3.11) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input checked="" type="checkbox"/> Grade 9 ELA HEDI Process	<input checked="" type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input checked="" type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

3.12) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input checked="" type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

**3.13) HEDI Table(s)**

<input checked="" type="checkbox"/>	Listed course(s) Assessment(s)
<input checked="" type="checkbox"/>	Listed course(s) HEDI Process
<input checked="" type="checkbox"/>	Listed course(s) Assignment of Points

**Task 7. State Growth or Other Comparable Measures (Principals)**

**7.3) Students Learning Objectives as Comparable Growth Measures (20 points)**

<input type="checkbox"/>	Listed course(s) Assessment(s)
<input type="checkbox"/>	Listed course(s) HEDI Process
<input type="checkbox"/>	Listed course(s) Assignment of Points

**7.3) HEDI Table(s)**

<input type="checkbox"/>	Listed course(s) Assessment(s)
<input type="checkbox"/>	Listed course(s) HEDI Process
<input type="checkbox"/>	Listed course(s) Assignment of Points

**Task 8. Locally-Selected Measures (Principals)**

**8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)**

<input checked="" type="checkbox"/>	Listed course(s) Assessment(s)
<input checked="" type="checkbox"/>	Listed course(s) HEDI Process
<input checked="" type="checkbox"/>	Listed course(s) Assignment of Points

**8.1) HEDI Table(s)**

<input checked="" type="checkbox"/>	Listed course(s) Assessment(s)
<input checked="" type="checkbox"/>	Listed course(s) HEDI Process
<input checked="" type="checkbox"/>	Listed course(s) Assignment of Points

**8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)**

<input checked="" type="checkbox"/>	Listed course(s) Assessment(s)
<input checked="" type="checkbox"/>	Listed course(s) HEDI Process
<input checked="" type="checkbox"/>	Listed course(s) Assignment of Points

**8.2) HEDI Table(s)**

<input checked="" type="checkbox"/>	Listed course(s) Assessment(s)
<input checked="" type="checkbox"/>	Listed course(s) HEDI Process
<input checked="" type="checkbox"/>	Listed course(s) Assignment of Points

## Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure 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 certify that the district's or BOCES' complete APPR plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict or interfere with full implementation of the district's or BOCES APPR plan, including any approved material changes; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with 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 assurances with respect to their APPR plan:

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

**Signatures, Dates**

Superintendent Signature: Date:

*John M. Keenan* 4-6-15

Teachers Union President Signature: Date:

*John E. [unclear]* 4-6-15

Administrative Union President Signature: Date:

*Jane Clendenen* 4-6-15

Board of Education President Signature: Date:

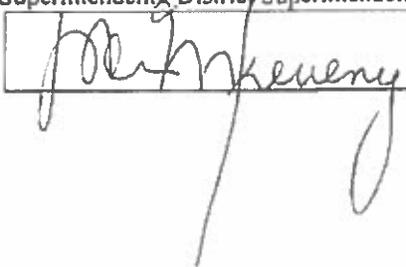
*Joseph J. [unclear]* 4-6-15

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor certify that for the 2014-15 school year and thereafter:

- The amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such grade.
- The amount of time devoted to test preparation under traditional standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature:      Date:

 4-6-15



# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Saturday, October 05, 2013

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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 : 560701060000

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

560701060000

#### 1.2) School District Name: SENECA FALLS CSD

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

SENECA FALLS CSD

#### 1.3) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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

1.3) 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

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 04/06/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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 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, 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
Assure that the State-provided growth measure will be used if a value-added measure has not been approved.	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: grade 8 Science, 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR Early Literacy Enterprise
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR Early Literacy Enterprise
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR Early Literacy Enterprise

	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 measuring student growth on the assessments listed for this Task.

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.	A teacher will be considered Highly Effective (18 - 20 pts) if 90 - 100% of their students reach their individual SLO growth targets. A teacher will be considered Effective (9 -17 pts) if 75 - 89% of their students reach their SLO growth targets. A teacher will be considered Developing (3 - 8 pts) if 62 - 74% of their students reach their SLO growth targets. A teacher will be considered Ineffective (0 - 2 pts) if 0 - 61% of their students reach their SLO growth targets. Targets were established based on multiple measures; pre-assessment data, knowledge of students' prior growth, and knowledge about the assessment. Normal rounding procedures will be used with all fractions. SLO targets are established collaboratively by the teacher and principal.  Reference SECTION 2.11 for the State Growth Conversion Chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points = 98 - 100% 19 points = 94 - 97% 18 points = 90 - 93%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points = 89% 16 points = 88% 15 points = 87% 14 points = 86% 13 points = 85% 12 points = 82 - 84% 11 points = 79 - 81% 10 points = 77 - 78% 9 points = 75 - 76%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points = 73 - 74% 7 points = 71 - 72% 6 points = 69 - 70% 5 points = 67 - 68% 4 points = 65 - 66% 3 points = 62 - 64%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points = 61% 1 point = 60% 0 points = less than 60%

### 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	District, regional, or BOCES-developed assessment	WFL BOCES-Developed Kindergarten Math Assessment
1	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR Math Enterprise
2	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	STAR Math Enterprise

	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 measuring student growth on the assessments listed for this Task.

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.	A teacher will be considered Highly Effective (18 - 20 pts) if 90 - 100% of their students reach their individual SLO growth targets. A teacher will be considered Effective (9 - 17 pts) if 75 - 89% of their students reach their SLO growth targets. A teacher will be considered Developing (3 - 8 pts) if 62 - 74% of their students reach their SLO growth targets. A teacher will be considered Ineffective (0 - 2 pts) if 0 - 61% of their students reach their SLO growth targets. Targets were established based on multiple measures; pre-assessment data, knowledge of students' prior growth, and knowledge about the assessment. Normal rounding procedures will be used with all fractions. SLO targets are established collaboratively by the teacher and principal,  Reference SECTION 2.11 for the State Growth Conversion Chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points = 98 - 100% 19 points = 94 - 97% 18 points = 90 - 93%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points = 89% 16 points = 88% 15 points = 87% 14 points = 86% 13 points = 85% 12 points = 82 - 84% 11 points = 79 - 81% 10 points = 77 - 78% 9 points = 75 - 76%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points = 73 - 74% 7 points = 71 - 72% 6 points = 69 - 70% 5 points = 67 - 68% 4 points = 65 - 66% 3 points = 62 - 64%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points = 61% 1 point = 60% 0 points = less than 60%

## 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	WFL BOCES-Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	WFL BOCES-Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and

the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

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.	A teacher will be considered Highly Effective (18 - 20 pts) if 90 - 100% of their students reach their individual SLO growth targets. A teacher will be considered Effective (9 -17 pts) if 75 - 89% of their students reach their SLO growth targets. A teacher will be considered Developing (3 - 8 pts) if 62 - 74% of their students reach their SLO growth targets. A teacher will be considered Ineffective (0 - 2 pts) if 0 - 61% of their students reach their SLO growth targets. Targets were established based on multiple measures; pre-assessment data, knowledge of students' prior growth, and knowledge about the assessment. Normal rounding procedures will be used with all fractions. SLO targets are established collaboratively by the teacher and principal.  Reference SECTION 2.11 for the State Growth Conversion Chart
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 points = 98 - 100% 19 points = 94 - 97% 18 points = 90 - 93%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 points = 89% 16 points = 88% 15 points = 87% 14 points = 86% 13 points = 85% 12 points = 82 - 84% 11 points = 79 - 81% 10 points = 77 - 78% 9 points = 75 - 76%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 points = 73 - 74% 7 points = 71 - 72% 6 points = 69 - 70% 5 points = 67 - 68% 4 points = 65 - 66% 3 points = 62 - 64%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 points = 61% 1 point = 60% 0 points = less than 60%

## 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	WFL BOCES-Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	WFL BOCES-Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	WFL BOCES-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 measuring student growth on the assessments listed for this Task.

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.	A teacher will be considered Highly Effective (18 - 20 pts) if 90 - 100% of their students reach their individual SLO growth targets. A teacher will be considered Effective (9 -17 pts) if 75 - 89% of their students reach their SLO growth targets. A teacher will be considered Developing (3 - 8 pts) if 62 - 74% of their students reach their SLO growth targets. A teacher will be considered Ineffective (0 - 2 pts) if 0 - 61% of their students reach their SLO growth targets. Targets were established based on multiple measures; pre-assessment data, knowledge of students' prior growth, and knowledge about the assessment. Normal rounding procedures will be used with all fractions. SLO targets are established collaboratively by the teacher and principal.  Reference SECTION 2.11 for the State Growth Conversion Chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points = 98 - 100% 19 points = 94 - 97% 18 points = 90 - 93%
Effective (9 - 17 points) Results meet District goals for similar students.	17 points = 89% 16 points = 88% 15 points = 87% 14 points = 86% 13 points = 85% 12 points = 82 - 84% 11 points = 79 - 81% 10 points = 77 - 78% 9 points = 75 - 76%
Developing (3 - 8 points) Results are below District goals for similar students.	8 points = 73 - 74% 7 points = 71 - 72% 6 points = 69 - 70% 5 points = 67 - 68% 4 points = 65 - 66% 3 points = 62 - 64%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points = 61% 1 point = 60% 0 points = less than 60%

## 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	WFL BOCES-Developed Global 1 Social Studies 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 measuring student growth on the assessments listed for this Task.

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.	A teacher will be considered Highly Effective (18 - 20 pts) if 90 - 100% of their students reach their individual SLO growth targets. A teacher will be considered Effective (9 -17 pts) if 75 - 89% of their students reach their SLO growth targets. A teacher will be considered Developing (3 - 8 pts) if 62 - 74% of their students reach their SLO growth targets. A teacher will be considered Ineffective (0 - 2 pts) if 0 - 61% of their students reach their SLO growth targets. Targets were established based on multiple measures; pre-assessment data, knowledge of students' prior growth, and knowledge about the assessment. Normal rounding procedures will be used with all fractions. SLO targets are established collaboratively by the teacher and principal.  Reference SECTION 2.11 for the State Growth Conversion Chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points = 98 - 100% 19 points = 94 - 97% 18 points = 90 - 93%
Effective (9 - 17 points) Results meet District goals for similar students.	17 points = 89% 16 points = 88% 15 points = 87% 14 points = 86% 13 points = 85% 12 points = 82 - 84% 11 points = 79 - 81% 10 points = 77 - 78% 9 points = 75 - 76%
Developing (3 - 8 points) Results are below District goals for similar students.	8 points = 73 - 74% 7 points = 71 - 72% 6 points = 69 - 70% 5 points = 67 - 68% 4 points = 65 - 66% 3 points = 62 - 64%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points = 61% 1 point = 60% 0 points = less than 60%

## 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 measuring student growth on the assessments listed for this Task.

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.	A teacher will be considered Highly Effective (18 - 20 pts) if 90 - 100% of their students reach their individual SLO growth targets. A teacher will be considered Effective (9 -17 pts) if 75 - 89% of their students reach their SLO growth targets. A teacher will be considered Developing (3 - 8 pts) if 62 - 74% of their students reach their SLO growth targets. A teacher will be considered Ineffective (0 - 2 pts) if 0 - 61% of their students reach their SLO growth targets. Targets were established based on multiple measures; pre-assessment data, knowledge of students' prior growth, and knowledge about the assessment. Normal rounding procedures will be used with all fractions. SLO targets are established collaboratively by the teacher and principal.  Reference SECTION 2.11 for the State Growth Conversion Chart
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points = 98 - 100% 19 points = 94 - 97% 18 points = 90 - 93%
Effective (9 - 17 points) Results meet District goals for similar students.	17 points = 89% 16 points = 88% 15 points = 87% 14 points = 86% 13 points = 85% 12 points = 82 - 84% 11 points = 79 - 81% 10 points = 77 - 78% 9 points = 75 - 76%
Developing (3 - 8 points) Results are below District goals for similar students.	8 points = 73 - 74% 7 points = 71 - 72% 6 points = 69 - 70% 5 points = 67 - 68% 4 points = 65 - 66% 3 points = 62 - 64%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points = 61% 1 point = 60% 0 points = less than 60%

## 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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

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>A teacher will be considered Highly Effective (18 - 20 pts) if 90 - 100% of their students reach their individual SLO growth targets. A teacher will be considered Effective (9 -17 pts) if 75 - 89% of their students reach their SLO growth targets. A teacher will be considered Developing (3 - 8 pts) if 62 - 74% of their students reach their SLO growth targets. A teacher will be considered Ineffective (0 - 2 pts) if 0 - 61% of their students reach their SLO growth targets. Targets were established based on multiple measures; pre-assessment data, knowledge of students' prior growth, and knowledge about the assessment. Normal rounding procedures will be used with all fractions. SLO targets are established collaboratively by the teacher and principal.</p> <p>Reference SECTION 2.11 for the State Growth Conversion Chart</p> <p>The NYS Common Core Geometry Regents Exam and NYS 2005 Standards Geometry Regents Exam, as well the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam will be administered. The higher of the two scores will be utilized to determine if SLO targets are achieved.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	<p>20 points = 98 - 100%</p> <p>19 points = 94 - 97%</p> <p>18 points = 90 - 93%</p>
Effective (9 - 17 points) Results meet District goals for similar students.	<p>17 points = 89%</p> <p>16 points = 88%</p> <p>15 points = 87%</p> <p>14 points = 86%</p> <p>13 points = 85%</p> <p>12 points = 82 - 84%</p> <p>11 points = 79 - 81%</p> <p>10 points = 77 - 78%</p> <p>9 points = 75 - 76%</p>
Developing (3 - 8 points) Results are below District goals for similar students.	<p>8 points = 73 - 74%</p> <p>7 points = 71 - 72%</p> <p>6 points = 69 - 70%</p> <p>5 points = 67 - 68%</p> <p>4 points = 65 - 66%</p> <p>3 points = 62 - 64%</p>
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	<p>2 points = 61%</p> <p>1 point = 60%</p> <p>0 points = less than 60%</p>

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	WFL BOCES-Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WFL BOCES-Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Common Core English Regents Exam

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI

rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, how the HEDI process will be adjusted accordingly.

<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>A teacher will be considered Highly Effective (18 - 20 pts) if 90 - 100% of their students reach their individual SLO growth targets. A teacher will be considered Effective (9 -17 pts) if 75 - 89% of their students reach their SLO growth targets. A teacher will be considered Developing (3 - 8 pts) if 62 - 74% of their students reach their SLO growth targets. A teacher will be considered Ineffective (0 - 2 pts) if 0 - 61% of their students reach their SLO growth targets. Targets were established based on multiple measures; pre-assessment data, knowledge of students' prior growth, and knowledge about the assessment. Normal rounding procedures will be used with all fractions. SLO targets are established collaboratively by the teacher and principal.</p> <p>Reference SECTION 2.11 for the State Growth Conversion Chart</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>20 points = 98 - 100%            19 points = 94 - 97%            18 points = 90 - 93%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>17 points = 89%            16 points = 88%            15 points = 87%            14 points = 86%            13 points = 85%            12 points = 82 - 84%            11 points = 79 - 81%            10 points = 77 - 78%            9 points = 75 - 76%</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>8 points = 73 - 74%            7 points = 71 - 72%            6 points = 69 - 70%            5 points = 67 - 68%            4 points = 65 - 66%            3 points = 62 - 64%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>2 points = 61%            1 point = 60%            0 points = less than 60%</p>

## 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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

	Course(s) or Subject(s)	Option	Assessment
	Technology Education 7 - 8	District, Regional or BOCES-developed	WFL BOCES-Developed Grades 7 & 8 Technology Education Assessment

	Physical Education K - 12	District, Regional or BOCES-developed	WFL BOCES-Developed Grade Specific Physical Education Assessment
	Art K - 12	District, Regional or BOCES-developed	WFL BOCES-Developed Grade Specific Art Assessment
	Business Education	District, Regional or BOCES-developed	Seneca Falls Central School District-Developed Course Specific Business Education Assessment
	Family & Consumer Sciences	District, Regional or BOCES-developed	WFL BOCES-Developed Family & Consumer Sciences Assessment
	Health	District, Regional or BOCES-developed	WFL BOCES-Developed Course Specific Health Assessment
	Music K - 12	District, Regional or BOCES-developed	WFL BOCES-Developed Grade Specific Music Assessment
	Foreign Languages	District, Regional or BOCES-developed	WFL BOCES-Developed Grade Specific Foreign Language Assessment
	Library Skills - Grades 6 & 7	District, Regional or BOCES-developed	Seneca Falls Central School District Developed Grades 6 & 7 Library Assessment
	All other teachers not named above	District, Regional or BOCES-developed	Seneca Falls Central School District Course Specific Developed Assessments

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 measuring student growth on the assessments listed for this Task.

<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>A teacher will be considered Highly Effective (18 - 20 pts) if 90 - 100% of their students reach their individual SLO growth targets. A teacher will be considered Effective (9 -17 pts) if 75 - 89% of their students reach their SLO growth targets. A teacher will be considered Developing (3 - 8 pts) if 62 - 74% of their students reach their SLO growth targets. A teacher will be considered Ineffective (0 - 2 pts) if 0 - 61% of their students reach their SLO growth targets. Targets were established based on multiple measures; pre-assessment data, knowledge of students' prior growth, and knowledge about the assessment. Normal rounding procedures will be used with all fractions. SLO targets are established collaboratively by the teacher and principal.</p> <p>Reference SECTION 2.11 for the State Growth Conversion Chart</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>20 points = 98 - 100%  19 points = 94 - 97%  18 points = 90 - 93%</p>

Effective (9 - 17 points) Results meet District goals for similar students.	17 points = 89% 16 points = 88% 15 points = 87% 14 points = 86% 13 points = 85% 12 points = 82 - 84% 11 points = 79 - 81% 10 points = 77 - 78% 9 points = 75 - 76%
Developing (3 - 8 points) Results are below District goals for similar students.	8 points = 73 - 74% 7 points = 71 - 72% 6 points = 69 - 70% 5 points = 67 - 68% 4 points = 65 - 66% 3 points = 62 - 64%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points = 61% 1 point = 60% 0 points = less than 60%

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

(No response)

### 2.11) HEDI Tables or Graphics

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5364/125580-TXEttx9bQW/State Growth Chart.pdf>

### 2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

Not applicable

### 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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 04/06/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

#### 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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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#### **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 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 3, 4, 5 ELA Assessments, NYS Grades 3, 4, 5 Math Assessments, NYS Grade 4 Science Assessment, STAR Reading Enterprise Grades 3, 4, 5 and STAR Math Enterprise Grades 3, 4, 5
5	6(ii) School wide measure computed locally	NYS Grades 3, 4, 5 ELA Assessments, NYS Grades 3, 4, 5 Math Assessments, NYS Grade 4 Science Assessment, STAR Reading Enterprise Grades 3, 4, 5, and STAR Math Enterprise Grades 3, 4, 5
6	6(ii) School wide measure computed locally	NYS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students
7	6(ii) School wide measure computed locally	NYS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students

8	6(ii) School wide measure computed locally	NYS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students
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For Grades 4-8 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:</p> <p>Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M), Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments + Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.</p> <p>Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)</p> <p>Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment</p> <p>* District will administer the NYS Common Core English Regents Exam          * District will administer the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam.          * District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.          The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.          District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)          District Metric Example Calculations and Scoring Charts uploaded at section 3.3.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.3</p>

### 3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grades 3, 4, 5 ELA Assessments, NYS Grades 3, 4, 5 Math Assessments, NYS Grade 4 Science Assessment, STAR Reading Enterprise Grades 3, 4, 5 and STAR Math Enterprise Grades 3, 4, 5
5	6(ii) School wide measure computed locally	NYS Grades 3, 4, 5 ELA Assessments, NYS Grades 3, 4, 5 Math Assessments, NYS Grade 4 Science Assessment, STAR Reading Enterprise Grades 3, 4, 5 and STAR Math Enterprise Grades 3, 4, 5
6	6(ii) School wide measure computed locally	NYS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students
7	6(ii) School wide measure computed locally	NYS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students
8	6(ii) School wide measure computed locally	NYS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:  Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M), Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments +Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.  Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)  Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment  * District will administer the NYS Common Core English Regents Exam  * District will administer the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam.  * District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.  The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.  District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)  District Metric Example Calculations and Scoring Charts uploaded at section 3.3.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.3</p>

**3.3) HEDI Tables or Graphics**

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/564755-rhJdBgDruP/Task 3.3 - SFCSD Local Measures of Student Growth - Revised 4.6.15.pdf>

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students’ performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> 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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Developmental Reading Assessment
1	6(ii) School-wide measure computed locally	Developmental Reading Assessment
2	6(ii) School-wide measure computed locally	Developmental Reading Assessment
3	6(ii) School-wide measure computed locally	NYS Grades 3, 4, 5 ELA Assessments, NYS Grades 3, 4, 5 Math Assessments, NYS Grade 4 Science Assessment, STAR Reading Enterprise Grades 3, 4, 5 and STAR Math Enterprise Grades 3, 4, 5

For Grades K-3 ELA: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn

any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:            Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M), Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments +Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.            Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)            Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment            * District will administer the NYS Common Core English Regents Exam            * District will administer the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam.            * District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.            The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.            District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)            District Metric Example Calculations and Scoring Charts uploaded at section 3.13.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Developmental Reading Assessment
1	6(ii) School-wide measure computed locally	Developmental Reading Assessment

2	6(ii) School-wide measure computed locally	Developmental Reading Assessment
3	6(ii) School-wide measure computed locally	NNYS Grades 3, 4, 5 ELA Assessments, NYS Grades 3, 4, 5 Math Assessments, NYS Grade 4 Science Assessment, STAR Reading Enterprise Grades 3, 4, 5 and STAR Math Enterprise Grades 3, 4, 5

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:  Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M), Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments +Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.  Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)  Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment  * District will administer the NYS Common Core English Regents Exam  * District will administer the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam.  * District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.  The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.  District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)  District Metric Example Calculations and Scoring Charts uploaded at section 3.13.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>

### 3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students
7	6(ii) School wide measure computed locally	NYS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students
8	6(ii) School wide measure computed locally	NYS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:</p> <p>Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M), Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments +Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.</p> <p>Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)</p> <p>Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment</p> <p>* District will administer the NYS Common Core English Regents Exam</p> <p>* District will administer the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam.</p> <p>* District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.</p> <p>The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.</p> <p>District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)</p> <p>District Metric Example Calculations and Scoring Charts uploaded at section 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to scoring chart at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to scoring chart at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to scoring chart at 3.13

### 3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	SYS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students
7	6(ii) School wide measure computed locally	YS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students
8	6(ii) School wide measure computed locally	YS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:  Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M), Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments +Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.  Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)  Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment  * District will administer the NYS Common Core English Regents Exam  * District will administer the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam.  * District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.  The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.  District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)  District Metric Example Calculations and Scoring Charts uploaded at section 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>

### 3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments

Global 2	6(ii) School wide measure computed locally	NYS Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments
American History	6(ii) School wide measure computed locally	NYS Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:</p> <p>Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M), Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments +Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.</p> <p>Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)</p> <p>Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment</p> <p>* District will administer the NYS Common Core English Regents Exam</p> <p>* District will administer the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam.</p> <p>* District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.</p> <p>The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.</p> <p>District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)</p> <p>District Metric Example Calculations and Scoring Charts uploaded at section 3.13.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to scoring chart at 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to scoring chart at 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to scoring chart at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to scoring chart at 3.13

### 3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments
Earth Science	6(ii) School wide measure computed locally	NYS Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments
Chemistry	6(ii) School wide measure computed locally	NYS Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments
Physics	6(ii) School wide measure computed locally	NYS Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:  Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M), Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments +Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.  Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)  Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment  * District will administer the NYS Common Core English Regents Exam  * District will administer the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam.  * District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.  The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.  District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)  District Metric Example Calculations and Scoring Charts uploaded at section 3.13.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>

### 3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments

Geometry	6(ii) School wide measure computed locally	NYS Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments
Algebra 2	6(ii) School wide measure computed locally	NYS Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments

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

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

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:</p> <p>Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M), Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments + Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.</p> <p>Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)</p> <p>Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment</p> <p>* District will administer the NYS Common Core English Regents Exam</p> <p>* District will administer the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam.</p> <p>* District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.</p> <p>The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.</p> <p>District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)</p> <p>District Metric Example Calculations and Scoring Charts uploaded at section 3.13.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to scoring chart at 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to scoring chart at 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to scoring chart at 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to scoring chart at 3.13

### 3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents Exams (Common Core English, 2005 Standards Algebra/Common Core Algebra, 2005 Standards Geometry/Common Core Geometry, Algebra2/Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics) and WFL BOCES-Developed Level III French and Level III Spanish Assessments

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.*

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:  Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M), Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments +Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.  Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)  Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment  * District will administer the NYS Common Core English Regents Exam  * District will administer the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam.  * District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.  The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.  District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)  District Metric Example Calculations and Scoring Charts uploaded at section 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>

**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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	K - 2 All Other Subjects not listed above	6(ii) School wide measure computed locally	K - 2 School: Developmental Reading Assessment



<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:  Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M), Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments +Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.  Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)  Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment  * District will administer the NYS Common Core English Regents Exam  * District will administer the NYS Common Core Algebra Regents Exam and NYS Integrated Algebra Regents Exam.  * District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.  The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.  District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)  District Metric Example Calculations and Scoring Charts uploaded at section 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Please refer to scoring chart at 3.13</p>

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

(No response)

### 3.13) HEDI Tables or Graphics

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/564755-y92vNseFa4/Task 3.13 - SFCSD Local Measures of Student Growth - Revised 4.6.15.pdf>

### 3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

### 3.15) Teachers with More Than One Locally Selected Measure

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

There are no Seneca Falls CSD teachers with more than one Locally Selected Measure.

### 3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, February 06, 2014

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (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	
--	--

Observations by trained in-school peer teachers	
---	--

Feedback from students using State-approved survey tool	
---	--

Feedback from parents/caregivers using State-approved survey tool	
---	--

Structured reviews of lesson plans, student portfolios and other teacher artifacts

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, label accordingly, and 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.

#### CALCULATING OTHER LOCAL MEASURES OF TEACHER EFFECTIVENESS (60 points)

Domains I & IV are evaluated annually based on evidence from Teacher Self-Reflection and Classroom/Non-Classroom Practice Domains II & III are evaluated based on classroom observations. Component scores are averaged when there are scores from both observations. Average scores can include a decimal (e.g. component scores of 3 and 4 will result in a 3.5 average.)

Step 1 – Components are scored on a 1 - 4 basis and are averaged to arrive at a domain score.

Step 2 – Convert Component Ratings to Points:

To convert the rubric to points,

1. Determine the rating for each domain using the 0 to 60 scale;
2. Find the average for domains II and III, divide by two and add two;
3. Find the average for domains I and IV, divide by two and subtract two.

SFCSD Example:

1. Collect total scores for all Domains 1-4

Domain I Score = 57, Domain II Score = 58, Domain III Score = 58, Domain IV Score = 57

2. Convert the Observation Average of Domain II & III to a score out of 32:

$(\text{Domain II } (58) + \text{Domain III } (58)) / 2 = 58$  (Average  $(58)) / 2 = 29$  (Out of 30)  $29 + 2 = 31$  (Out of 32)

3. Convert the Additional Evidence Score to a score out of 28:

$(\text{Domain I } (57) + \text{Domain IV } (57)) / 2 = 57$  (Average  $(57)) / 2 = 28.5$  (Out of 30)  $28.5 - 2 = 26.5$  (Out of 28)

4. Combine the Observation Score and Additional Evidence Score:

$31 + 26.5 = 57.5$  (Out of 60) and an “Effective Rating

5. The result of the Observation Score (Domains II & III) and Additional Evidence Score (Domains I & IV) are rounded (using normal rounding procedures) to stay with in the specified HEDI ratings.

Rubric ratings indicated in the upload are the minimum ratings necessary to achieve the HEDI score.

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/12179/564756-eka9yMJ855/Task 4.5 Other Measures of Effectiveness - Scoring Explanation & Conversion Chart.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	An Other Measures Highly Effective rating includes rubric score of 3.5 to 4.0, conversion scores of 58.5 to 60.25, and whole number scores of 59 and 60
Effective: Overall performance and results meet NYS Teaching Standards.	An Other Measures Effective rating includes rubric score of 2.5 to 3.4, conversion scores of 56.5 to 58.4, and whole number scores of 57 and 58
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	An Other Measures Developing rating includes rubric score of 1.5 to 2.4, conversion scores of 49.5 to 56.4, and whole number scores of 50 to 56
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	An Other Measures Ineffective rating includes rubric score of 1.0 to 1.4, conversion scores of 0 to 49.4, and whole number scores of 0 to 49

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 - 60
------------------	---------

Effective	57 - 58
Developing	50 - 56
Ineffective	0 - 49

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Enter 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 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

Formal/Long	1
-------------	---

---

Informal/Short	1
Total	2

---

By trained in-school peer teachers or other trained reviewers

---

Formal/Long	0
Informal/Short	0

---

Independent evaluators

---

Formal/Long	0
Informal/Short	0

---

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, October 29, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

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

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

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, April 30, 2013

Updated Saturday, February 01, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

assets/survey-uploads/5265/125586-Df0w3Xx5v6/APPR TIP Template - March 2012.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:

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's Annual Professional Performance Review (APPR). Probationary teachers can only pursue procedural appeals. Tenured

teachers can pursue procedural and/or substantive appeals.

The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. If the procedure is changed, it will be properly reflected in the APPR Plan.

(1) Only teachers who receive a rating of "Ineffective" may appeal his or her performance review. Any teachers that receive a rating of "Developing", "Effective" or "Highly Effective" cannot appeal, however, have the right to submit a written professional response to their APPR.

(2) A tenured teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the Commissioner of Education, and compliance with the procedures for the conduct of performance reviews set forth in the Annual Professional Performance Review plan. A probationary teacher may only appeal compliance with the procedures for the conduct of performance reviews set forth in the APPR.

(3) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a teacher performance review must be received in the office of the Superintendent of Schools no later than 10 school days after he/she receives his/her APPR composite score. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

(5) Probationary teachers can only pursue procedural appeals. Tenured teachers can pursue procedural and/or substantive appeals. Process appeals for probationary and tenured teachers shall be heard by the Superintendent. Substantive appeals by tenured teachers shall be heard by an Appeals Panel. The Appeals Panel shall consist of the Superintendent of Schools, Administrator (other than the evaluator), and the SFEA President.

(6) A teacher wishing to initiate an appeal must submit a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal, to the Superintendent, with a copy to the SFEA President. The appeal must be submitted in writing. E-mail or other electronic submissions are not permitted. Any additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(7) Under this appeals process the teacher is expected to provide an explanation of relief requested. The teacher is required to provide facts and evidence upon which he/she seeks relief.

(8) The Superintendent, or the Appeals Panel, shall consider the evidence, perform any investigation, and render a written decision to the teacher and the SFEA President within 30 calendar days of receipt of the appeal.

(9) The decision of the Superintendent, or the Appeals Panel, shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent, or the Appeals Panel, shall not be subject to any further appeal.

(10) If the appeal is sustained, the original performance review shall be revised by the Superintendent, or the Appeals Panel. The revised performance review may not be reviewed or appealed under this procedure. If the appeal is rejected, the original APPR and composite score shall remain unchanged.

(11) At such time that the Annual Professional Performance Review will be used for supplemental compensation, the District and SFEA will negotiate specific details.

The teacher's failure to comply with the requirements of this Appeals Procedure shall result in a denial of the appeal.

## 6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The District will utilize BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

- (1) The New York State Teaching Standards, and their related elements and performance indicators.
- (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;
- (4) Application and use of the teacher rubric, including training on the effective application of the rubric to observe a teacher's practice;
- (5) Application and use of any assessment tools that the District utilizes to evaluate its classroom teachers, including but not limited to, professional growth goals and school improvement goals, etc.;
- (6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers;
- (7) Use of the Statewide Instructional Reporting System;
- (8) The scoring methodology, 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 overall rating and their subcomponent ratings; and
- (9) Specific considerations in evaluating teachers of English language learners and students with disabilities.

Seneca Falls CSD Lead Evaluators participate in Inter-rater Reliability training sessions conducted at SFCSD Administrator Meetings. Video sessions, scoring opportunities, and discussions take place to increase inter-rater reliability.

Newly hired administrators will attend a minimum of two-day Lead Evaluator training through WFL BOCES.

The Superintendent will ensure that lead evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team and District Network Team will be utilized to provide the training and recertification. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

The evidence will be used to support Board of Education approval as Lead Evaluators.

## 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: 04/30/2013

Last updated: 04/06/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

## Page 1

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

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

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

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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):

	3-5
	6-8
	9-12
	(No response)

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

Please check the boxes below:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
Assure that the State-provided growth measure will be used if a value-added measure has not been approved	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
- Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Frank Knight Elementary School (K-2)	Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	STAR Early Literacy Enterprise (K-2), STAR Math Enterprise (Grades 1-2)

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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.	<p>A principal will be considered Highly Effective (18 - 20 pts) if 90 - 100% of their students reach their individual SLO growth targets. A principal will be considered Effective (9 -17 pts) if 75 - 89% of their students reach their SLO growth targets. A principal will be considered Developing (3 - 8 pts) if 62 - 74% of their students reach their SLO growth targets. A principal will be considered Ineffective (0 - 2 pts) if 0 - 61% of their students reach their SLO growth targets. Targets were established based on multiple measures; pre-assessment data, knowledge of students' prior growth, and knowledge about the assessment. Normal rounding procedures will be used with all fractions.</p> <p>The principal sets the SLO target in collaboration with the Superintendent.</p>
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	90-100%

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	75-89%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	62-74%
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Below 62%

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/564759-lha0DogRNw/Task 7.3 STAR Assessment HEDI Chart 1.31.14.docx>

### 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

NA

### 7.5) Principals with More Than One Growth Measure

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

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

### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked

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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

## 8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 04/06/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

#### Locally-Selected Measures of Student Achievement or Growth

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing/>).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

*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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	3 - 5	(d) measures used by district for teacher evaluation	NYS Grades 3, 4, 5 ELA Assessments, NYS Grades 3, 4, 5 Math Assessments, NYS Grade 4 Science Assessment, STAR Reading Enterprise Grades 3, 4, 5 and STAR Math Enterprise Grades 3, 4, 5
	6 - 8	(d) measures used by district for teacher evaluation	NYS Grades 6, 7, 8 ELA Assessments, NYS Grades 6, 7, 8 Math Assessments, NYS Grade 8 Science Assessment, Common Core Algebra Regents Exam for Accelerated Grade 8 Students, Physical Settings: Earth Science for Accelerated Grade 8 Students
	9 - 12	(d) measures used by district for teacher evaluation	NYS Regents Examinations (Comprehensive English, Common Core Algebra & 2005 Standards Algebra, Common Core Geometry & 2005 Standards Geometry, Algebra2-Trigonometry, Global Studies, US History, Living Environment, Earth Science, Chemistry, Physics), WFL BOCES Regionally Developed French III and Spanish III Assessments

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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures:            Grades 3 - 5: Average percent of students Achieving Levels 3 &amp; 4 on NYS ELA, Math, and Science Assessments +Average percent of students achieving 1 year of growth via an approved Third Party Assessment (STAR Reading Enterprise and STAR Math Enterprise), as defined by STAR Reading Enterprise and STAR Math Enterprise.            Grades 6 - 8: Average percent of students achieving Levels 3 &amp; 4 on NYS ELA Assessment (Grades 6, 7, 8) + NYS Math Assessment (Grades 6, 7, 8) + NYS Science Assessment (Grade 8) + Percent of students passing (65 or greater) Common Core Algebra Regents Exam (Accelerated Grade 8 students) + Percent of students passing (65 or greater) the Physical Settings: Earth Science Regents Exam (Accelerated Grade 8 students)            Grades 9 - 12: Average percent of passing rates (65 or greater) on all Regents Exams, WFL BOCES Developed Level III French Assessment, and WFL BOCES Developed Level III Spanish Assessment            * District will administer the NYS Common Core English Regents Exam            * District will administer the NYS Common Core Algebra Regents Exam and NYS 2005 Standards Algebra Regents Exam.            * District will administer the NYS Common Core Geometry Regents Exam and 2005 Standards Geometry Regents Exam.            The higher of the two scores for Algebra and Geometry will be used for Local Measure purposes.            District will use a 0 - 20 Local Measure Scoring Conversion Chart. (The 0 - 15 Local Measure Conversion Chart is listed and will be used only when NYSED approves the Value Added Model.)            District Metric Example Calculations and Scoring Charts uploaded at section 8.1</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload listed below</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload listed below</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload listed below</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See upload listed below</p>

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/564760-qBFVOWF7fC/Task 8.1 - SFCSD Local Measures of Student Growth - ECS.SFMS.MA - 4.6.15.pdf>

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

**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.**

**Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).**

**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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
	K-2	(d) measures used by district for teacher evaluation	Developmental Reading 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Seneca Falls CSD will use Locally Selected Schoolwide Measures: Grades K - 2: Percentage of students achieving grade level benchmarks on Developmental Reading Assessment (K = Level C, Grade 1 = Level I, Grade 2 = Level M)</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>20 points - 95% and greater percentage of students achieving identified grade level benchmarks.            19 points - 91% to 95% of students achieving identified grade level benchmarks            18 points - 86% to 90% of students achieving identified grade level benchmarks</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 points - 81% to 85% of students achieving identified grade level benchmarks            16 points - 76% to 80% of students achieving identified grade level benchmarks            15 points - 71% to 75% of students achieving identified grade level benchmarks            14 points - 66% to 70% of students achieving identified grade level benchmarks            13 points - 61% to 65% of students achieving identified grade level benchmarks            12 points - 56% to 60% of students achieving identified grade level benchmarks            11 points - 51% to 55% of students achieving identified grade level benchmarks            10 points - 46% to 50% of students achieving identified grade level benchmarks            9 points - 41% to 45% of students achieving identified grade level benchmarks</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 points - 36% to 40% of students achieving identified grade level benchmarks            7 points - 31% to 35% of students achieving identified grade level benchmarks            6 points - 26% to 30% of students achieving identified grade level benchmarks            5 points - 21% to 25% of students achieving identified grade level benchmarks            4 points - 16% to 20% of students achieving identified grade level benchmarks            3 points - 11% to 15% of students achieving identified grade level benchmarks</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 points - 7% to 10% of students achieving identified grade level benchmarks            1 point - 4% to 6% of students achieving identified grade level benchmarks            0 points - 3% or less percent of students achieving identified grade level benchmarks</p>

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/564760-T8MIGWUVm1/Task 8.2 - SFCSD Local Measures of Student Growth - FKS - Revised 3.19.15.pdf>

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

NA

### 8.4) Principals with More Than One Locally Selected Measure

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

N/A

### 8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check

Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Sunday, February 09, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation 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 point 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 point 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
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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, label accordingly, 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 assigning any points to "ambitious and measurable goals":

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 updated, this list will be updated within the drop-down menu 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)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(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.

Based on the totality of evidence observed and/or collected during school visits and discussed/reviewed at quarterly meetings, all components within the Marshall Rubric will be given a score.

To score, read across the four levels of performance for each criterion, find the level ( 1 - 4) that best describes the principal's performance, and circle or highlight it. That becomes the score for the component. Component scores are added together and divided by 10 (components) to determine the domain score. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

Each of the six domains will receive a score. The domain scores will be added together to arrive at the Other Measures Score and HEDI rating. The overall score will be converted to a HEDI rating and an "Other Measures" score (0-60). Conversion charts will be used to identify the scores and ratings. Composite scores with decimals will be rounded (using normal rounding procedures) and stay within the rating category. The values listed on the conversion chart are the minimum value needed to attain the corresponding HEDI point value or 1 - 4 conversion rating.

### Example Score

Domain A: 30 out of 40, Divide by 10 = 3.0 (Effective)

Domain B: 28 out of 40, Divide by 10 = 2.8 (Effective)

Domain C: 33 out of 40, Divide by 10 = 3.3 (Effective)

Domain D: 32 out of 40, Divide by 10 = 3.2 (Effective)

Domain E: 26 out of 40, Divide by 10 = 2.6 (Effective)

Domain F: 34 out of 40, Divide by 10 = 3.4 (Effective)

Total = 18.3

18.3 Converts to 3.0 on the Conversion Chart

3.0 converts to 58 on the HEDI Rating Chart

58 on the HEDI Rating Chart is an "Effective" rating

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/12205/564761-pMADJ4gk6R/Task 9.7 Other Measures of Principal Effectiveness Explanation & Scoring Conversion Chart 1.23.14.docx

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

Highly Effective: Overall performance and results exceed standards.	3.5-4.0 or 20.3-24 converts to 58.5-60 (Normal rounding procedures will apply to result in a whole number score.)
Effective: Overall performance and results meet standards.	2.5-3.4 or 15.6-20.2 converts to 56.5-58.4 (Normal rounding procedures will apply to result in a whole number score.)
Developing: Overall performance and results need improvement in order to meet standards.	1.5-2.4 or 13.2-15.4 converts to 49.5-56.4 (Normal rounding procedures will apply to result in a whole number score.)
Ineffective: Overall performance and results do not meet standards.	Below 1.5 or Below 13.2 converts to Below 50 (Normal rounding procedures will apply to result in a whole number score.)

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	Below 50

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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



# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, October 31, 2013

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

##### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

Results are well above District- or BOCES- adopted expectations for 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.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

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 9.7), from 0 to 60 points

Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	Below 50

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

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 Tuesday, April 30, 2013

Updated Sunday, February 09, 2014

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## 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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/5276/126197-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLANS.pdf](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's Annual Professional Performance Review (APPR).

The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured principal's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. Such changes will be reflected in subsequent APPR plans.

(1) Only principals who receive a rating of "Ineffective" may appeal his or her performance review. Any principals that receive a rating of "Developing", "Effective" or "Highly Effective" cannot appeal, however, have the right to submit a written professional response to their APPR. Tenured principals can pursue procedural and/or substantive appeals. Probationary principals can only pursue procedural appeals.

(2) A tenured principal may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the Commissioner of Education, and compliance with the procedures for the conduct of performance reviews set forth in the Annual Professional Performance Review plan. A probationary principal may only appeal compliance with the procedures for the conduct of performance reviews set forth in the APPR.

(3) A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a principal's performance review must be received in the office of the Superintendent of Schools no later than 5 school days after he/she receives his/her APPR composite score. The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the principal's right to appeal that performance review.

(5) Probationary principals can only pursue procedural appeals. Tenured principals can pursue procedural and/or substantive appeals. Process appeals and substantive appeals by tenured principals shall be heard by a WFL BOCES designee. The WFL BOCES designee will be assigned within 10 calendar days of receipt of an appeal to review and render a decision on the appeal. The designee will be collaboratively agreed upon by Superintendent and SFAA President (or SFAA Designee).

(6) A principal wishing to initiate an appeal must submit a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal, to the Superintendent, with a copy to the SFAA President (or SFAA Designee) within 5 days of receipt of the APPR evaluation and composite score. The appeal must be submitted in writing. E-mail or other electronic submissions are not permitted. Any additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

(7) Under this appeals process the principal is expected to provide an explanation of relief requested. The principal is required to provide facts and evidence upon which he/she seeks relief.

(8) The WFL BOCES designee, shall consider the evidence, perform any investigation, and render a written decision to the Superintendent, Principal and the SFAA President (or SFAA Designee) within 30 calendar days, which begins upon agreement of WFL BOCES Designee by the SFCSD Superintendent and SFAA President.

(9) The decision of the WFL BOCES designee shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the WFL BOCES designee shall not be subject to any further appeal. The designee will be collaboratively agreed upon by Superintendent and SFAA President (or SFAA Designee).

(10) If the appeal is sustained, the original performance review shall be revised accordingly within 10 calendar days from receipt of the WFL BOCES Designee's written decision. The revised performance review may not be reviewed or appealed under this procedure. If the appeal is rejected, the original APPR and Composite Score shall remain unchanged.

(11) At such time that the Annual Professional Performance Review will be used for supplemental compensation, the District and SFAA will negotiate specific details.

The principal's failure to comply with the requirements of this Appeals Procedure shall result in a denial of the appeal.

## 11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

### NYS Council School Superintendents LEAF Training

Training Topics: Supporting & Sustaining Instructional Leadership (12 hours)

### WFL BOCES APPR Training for Evaluators of Principals

Training Topics: EngageNY Website, APPR Regulations, APPR Practice Rubrics, SLOs, 3rd Party Assessments, Appeals Procedures, Revised Regulations, Data Driven Instruction, Regionally Developed Assessments, Regional Procedure for Appeals, Practice Rubrics, Evidence Collection, Locally Selected Measures, State Growth Measures and Principal Improvement Plans, Principal Appeals Procedures, Use of Data: State-wide Instructional Reporting System, Data Dashboard, Scoring Procedures and Composite Score, Special Considerations for SWD and ELL Students, Inter-rater Reliability  
- trainings to occur at monthly WFL BOCES Superintendents' Meetings (ongoing agenda item) and at monthly Finger Lakes Superintendents' Meetings (ongoing agenda items)

Evidence of Principal Evaluator APPR Training will be kept on file and will be used as the basis for District Board of Education certification and approval of lead evaluator. Ongoing training evidence will also be used as a basis for recertification of lead evaluator.

There is only one lead evaluator in the district. The lead evaluator will be completing annual evaluations of administrators covered under Education Law 3012c.

## 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

11.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
--	---------

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, February 14, 2014

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### 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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<assets/survey-uploads/12158/564764-3Uqgn5g9Iu/SFCSD APPR Ceritification Form 2.13.14.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.

# State Growth Conversion Chart

*Teachers that don't receive a State Growth Percentile Score  
SLO Targets can be set based on HEDI Ranges*

HIGHLY EFFECTIVE 90% to 100% Meet the Target			EFFECTIVE 75% to 89% Meet the Target									DEVELOPING 62% to 74% Meet the Target					INEFFECTIVE 0 to 61% Meet the Target			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98% to 100%	94% to 97%	90% to 93%	89%	88%	87%	86%	85%	82% to 84%	79% to 81%	77% to 78%	75% to 76%	73% to 74%	71% to 72%	69% to 70%	67% to 68%	65% to 66%	62% to 64%	61%	60%	Below 60%

Local Measures of Student Growth/Achievement - 20 Points (15 Points VAM)

Local Measures of Student Growth/Achievement are intended to provide a more holistic view of a teacher’s instructional efforts and overall student growth/achievement. The specific assessments and metrics used to determine the Local Measures of Student Achievement for any particular school year will be reviewed annually by the APPR Committee. The Committee will operate within the parameters established by Education law, the District, and the Association. The Committee will review comparability and rigor as defined by SED, current best practices & research, point conversion charts, and the actual metrics & formulas used to determine the Local Measures score. The Committee will also revisit whether specific assessment choices should be added, deleted or amended. Final decisions regarding the Local Measures will be determined by the District and the Association.

**Building-Specific Local Measures**

Each teacher who is subject to the APPR shall use the following calculations for his/her Local Measures (LM) subcomponent score.

**Frank Knight Elementary School ( Grades K – 2)**

Percentage of K – 2 students that achieve grade level benchmark levels on Developmental Reading Assessment. (K = Level C, Gr. 1 = Level I, Gr. 2 = Level M)

Frank Knight School Local Measure Example (2013 - 2014 data):

2013 - 2014	Number of Students	Percent at Grade Level Benchmark ***
Kindergarten	88	75%
Grade 1	98	82%
Grade 2	112	80%
<b>Average</b>	<b>298</b>	<b>79%</b>

Frank Knight School Average — Spring 2014 = 79%

Frank Knight Elementary School Local Measure HEDI Charts

**Local Measure Score: 16**

**Local Measure Rating: Effective**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
above 95%	91 to 95%	86 to 90%	81 to 85%	76 to 80%	71 to 75%	66 to 70%	61 to 65%	56 to 60%	51 to 55%	46 to 50%	41 to 45%	36 to 40%	31 to 35%	26 to 30%	21 to 25%	16 to 20%	11 to 15%	7 to 10 %	4 to 6%	Below 4%

## Elizabeth Cady Stanton Elementary School (Grades 3- 5)

Local Measure = (Average Percent achieving Levels 3 & 4 scores on Grades 3, 4, 5 NYS ELA, Math, and Science Assessments) + (Average percent of students achieving 1 year of growth on STAR Reading Enterprise and STAR Math Assessments, as defined by STAR Reading Enterprise and STAR Math Assessments.)

2013 – 2014 Example:

Step 1: Average Percent achieving Levels 3 & 4 scores on Grades 3, 4, 5 NYS ELA, Math, and Science Assessments

English Language Arts		Mathematics		Science	
Grade 3	20%	Grade 3	59%	Grade 4	93%
Grade 4	34%	Grade 4	40%		
Grade 5	29%	Grade 5	34%		
Avg.	28%	Avg.	44%	Avg.	93%
<b>Level 3 &amp; 4 - Average for NYS Assessment Exams = 55%</b>					

- Use NYS Assessment HEDI Chart for score (**55% = HEDI score of 14**)

### NYS Assessments HEDI Charts

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
89 to 100%	78 to 88%	68 to 77%	64 to 67%	60 to 63%	56 to 59%	52 to 55%	48 to 51%	44 to 47%	40 to 43%	36 to 39%	31 to 35%	27 to 30%	24 to 26%	21 to 23%	18 to 20%	15 to 17%	12 to 14%	9 to 11%	6 to 8%	Below 6%

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
84 to 100%	68 to 83%	62 to 67%	56 to 61%	50 to 55%	44 to 49%	38 to 43%	31 to 37%	27 to 30%	23 to 26%	19 to 22%	15 to 18%	12 to 14%	8 to 11%	4 to 7%	Below 4%

Step 2: **76%** (STAR Reading for Grades 3, 4, 5) + **79%**(STAR Math for Grades 3, 4, 5)= 155/2 = **78%**

- *Students that achieve the maximum 12.9 Grade Equivalent score in STAR Reading in Fall and achieve the same score on the Spring administration will be counted as achieving required growth.*
- *Students that achieve a Grade Equivalent score 2 or more years above grade level in STAR Math in Fall and achieve the same score on the Spring administration will be counted as achieving required growth*

Use STAR Assessment HEDI chart to convert 78% to 16

STAR Reading		STAR Reading		STAR Reading	
Grade 3	% 1Yr	Grade 4	% 1Yr	Grade 5	% 1Yr
	74		67		71
	78		72		86
	68		63		77
	95		79		95
	74		53		82
% Students Making 1 Yr+ Growth: 76%					

STAR Math		STAR Math		STAR Math	
Grade 3	% 1Yr	Grade 4	% 1Yr	Grade 5	% 1Yr
	95		65		71
	100		59		95
	63		75		68
	100		84		79
	89		94		59
% Students Making 1 Yr+ Growth: 79%					

STAR Assessment HEDI Charts

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
above 95%	91 to 95%	86 to 90%	81 to 85%	76 to 80%	71 to 75%	66 to 70%	61 to 65%	56 to 60%	51 to 55%	46 to 50%	41 to 45%	36 to 40%	31 to 35%	26 to 30%	21 to 25%	16 to 20%	11 to 15%	7 to 10%	4 to 6%	Below 4%

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
84 to 100%	68 to 83%	62 to 67%	56 to 61%	50 to 55%	44 to 49%	38 to 43%	31 to 37%	27 to 30%	23 to 26%	19 to 22%	15 to 18%	12 to 14%	8 to 11%	4 to 7%	Below 4%

Step 3: Add Step 1 HEDI score (15) + Step 2 HEDI score (16). Divide by 2 to arrive at Local Measure Score and rating. (31 divided by 2 = Local Measure Score of 15.5, which rounds to 16. Rating is Effective.)

**Local Measure Score: 16**

**Local Measure Rating: Effective**

## Seneca Falls Middle School (Grades 6 – 8)

### Seneca Falls Middle School Local Measure Metric:

(Average percent of students achieving Level 3 & 4 scores on NYS ELA Grades 6-8 State Assessments x .2)  
+  
(Average percent of students achieving Level 3 & 4 scores on NYS Math Grades 6-8 State Assessments x .2)  
+  
(Percent of 8<sup>th</sup> grade Students achieving a passing score of 65 or greater on NYS Regents in Algebra Common Core x .1)  
+  
(Percent of 8<sup>th</sup> grade Students achieving a passing score of 65 or greater on NYS Regents Physical Settings: Earth Science x .1)  
+  
(Percent of students achieving Level 3 & 4 scores on NYS Grade 8 Science Assessment x .4)

### 2013 – 2014 Example

Step 1: Average percent of students achieving Level 3 & 4 scores on NYS ELA Grades 6-8 State Assessments = 29.33

$$\begin{array}{lcl} \text{NYS Assessment HEDI Score} & = & 8 \\ \text{Weighted HEDI Score (8 x .20)} & = & 1.6 \end{array}$$

Step 2: Average percent of students achieving Level 3 & 4 scores on NYS Math Grades 6-8 State Assessments = 19

$$\begin{array}{lcl} \text{NYS Assessment HEDI Score} & = & 5 \\ \text{Weighted HEDI Score (5 x .20)} & = & 1 \end{array}$$

Step 3: Percent of 8<sup>th</sup> grade students passing (65 or greater) CC Algebra Regents Exam = 100%  
NYS Assessment HEDI Chart Score = 20  
Weighted HEDI Score (20 x .10 = 2)

Step 4: Percent of 8<sup>th</sup> grade passing (65 or greater) Phys. Settings Earth Science Regents = 100%  
NYS Assessment HEDI Chart Score = 20  
Weighted HEDI Score (20 x .10 = 2)

Step 5: Percent of students achieving Level 3 & 4 scores on NYS Grade 8 Science Assessment = 72%

$$\begin{array}{lcl} \text{NYS Assessment HEDI Chart Score} & = & 18 \\ \text{Weighted HEDI Score (18 x .40)} & = & 7.2 \end{array}$$

Step 6 – Add weighted HEDI Scores:

Step 1 results (1.6) + Step 2 results (1) + step 3 results (2) + step 4 results (2) + step 5 results (7.2) = 13.8

**Local Measure Score:** 13.8 ~ 14    **Local Measure Rating:** Effective

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
89 to 100%	78 to 88%	68 to 77%	64 to 67%	60 to 63%	56 to 59%	52 to 55%	48 to 51%	44 to 47%	40 to 43%	36 to 39%	31 to 35%	27 to 30%	24 to 26%	21 to 23%	18 to 20%	15 to 17%	12 to 14%	9 to 11%	6 to 8%	Below 6%

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
84 to 100%	68 to 83%	62 to 67%	56 to 61%	50 to 55%	44 to 49%	38 to 43%	31 to 37%	27 to 30%	23 to 26%	19 to 22%	15 to 18%	12 to 14%	8 to 11%	4 to 7%	Below 4%

## Mynderse Academy High School (Grades 9 – 12)

Step 1: (Average Percent of Passing Rates; 65 or greater, on all Regents Exams and WFL BOCES Regionally Developed Level III Foreign Language Exams)

Step 2: - Divide by 5 to convert to 20 point scale. Normal rounding procedures will apply.

- NYS Regents Exam scores are on a 0 – 100 scale.

Mynderse Academy Local Measure Example (2013 data)

Step 1: Average Percent of Regents Exams and WFL BOCES Regionally Developed Level III LOTE Assessments Passing Scores (65 or greater) – see chart

Step 2: 84.5 divided by 5 = 16.9

Step 3: 16.9 ~ 17.0

Step 4: Local Measure score of 17

Step 5: Effective Rating

Regents	% Passing
English	83%
Algebra **	87%
Geometry	82%
Alg. 2/Trig	75%
Global	78%
US History	93%
Living Environ.	94%
Earth Sci.	83%
Chemistry	73%
Physics	67%
French	100%
Spanish	100%
<b>Average</b>	<b>84.5%</b>

\*\*\* SFCSD will administer the following Regents:

- CC English Regents Exam
- CC Geometry Regents Exam
- 2005 Standards Geometry Regents Exam
- CC Algebra Regents Exam
- 2005 Standards Algebra Regents Exam

*The higher score from the CC Algebra and 2005 Standards Algebra Regents and CC Geometry and 2005 Standards Geometry Regents will be used for APPR purposes. In subsequent years, only the CC Algebra Regents Exam and CC Geometry Regents Exam will be administered and used for APPR purposes.*

*Local Measures of Student Growth/Achievement - 20 Points (15 Points VAM)*

Local Measures of Student Growth/Achievement are intended to provide a more holistic view of a teacher’s instructional efforts and overall student growth/achievement. The specific assessments and metrics used to determine the Local Measures of Student Achievement for any particular school year will be reviewed annually by the APPR Committee. The Committee will operate within the parameters established by Education law, the District, and the Association. The Committee will review comparability and rigor as defined by SED, current best practices & research, point conversion charts, and the actual metrics & formulas used to determine the Local Measures score. The Committee will also revisit whether specific assessment choices should be added, deleted or amended. Final decisions regarding the Local Measures will be determined by the District and the Association.

**Building-Specific Local Measures**

Each teacher who is subject to the APPR shall use the following calculations for his/her Local Measures (LM) subcomponent score.

**Frank Knight Elementary School ( Grades K – 2)**

Percentage of K – 2 students that achieve grade level benchmark levels on Developmental Reading Assessment. (K = Level C, Gr. 1 = Level I, Gr. 2 = Level M)

Frank Knight School Local Measure Example (2013 - 2014 data):

<b>2013 - 2014</b>	<b>Number of Students</b>	<b>Percent at Grade Level Benchmark ***</b>
Kindergarten	88	75%
Grade 1	98	82%
Grade 2	112	80%
<b>Average</b>	<b>298</b>	<b>79%</b>

Frank Knight School Average — Spring 2014 = 79%

Frank Knight Elementary School Local Measure HEDI Charts

**Local Measure Score: 16**

**Local Measure Rating: Effective**

<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
above 95%	91 to 95%	86 to 90%	81 to 85%	76 to 80%	71 to 75%	66 to 70%	61 to 65%	56 to 60%	51 to 55%	46 to 50%	41 to 45%	36 to 40%	31 to 35%	26 to 30%	21 to 25%	16 to 20%	11 to 15%	7 to 10 %	4 to 6%	Below 4%

## Elizabeth Cady Stanton Elementary School (Grades 3- 5)

Local Measure = (Average Percent achieving Levels 3 & 4 scores on Grades 3, 4, 5 NYS ELA, Math, and Science Assessments) + (Average percent of students achieving 1 year of growth on STAR Reading Enterprise and STAR Math Assessments, as defined by STAR Reading Enterprise and STAR Math Assessments.)

2013 – 2014 Example:

Step 1: Average Percent achieving Levels 3 & 4 scores on Grades 3, 4, 5 NYS ELA, Math, and Science Assessments

English Language Arts		Mathematics		Science	
Grade 3	20%	Grade 3	59%	Grade 4	93%
Grade 4	34%	Grade 4	40%		
Grade 5	29%	Grade 5	34%		
Avg.	28%	Avg.	44%	Avg.	93%
<b>Level 3 &amp; 4 - Average for NYS Assessment Exams = 55%</b>					

- Use NYS Assessment HEDI Chart for score (**55% = HEDI score of 14**)

### NYS Assessments HEDI Charts

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
89 to 100%	78 to 88%	68 to 77%	64 to 67%	60 to 63%	56 to 59%	52 to 55%	48 to 51%	44 to 47%	40 to 43%	36 to 39%	31 to 35%	27 to 30%	24 to 26%	21 to 23%	18 to 20%	15 to 17%	12 to 14%	9 to 11%	6 to 8%	Below 6%

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
84 to 100%	68 to 83%	62 to 67%	56 to 61%	50 to 55%	44 to 49%	38 to 43%	31 to 37%	27 to 30%	23 to 26%	19 to 22%	15 to 18%	12 to 14%	8 to 11%	4 to 7%	Below 4%

Step 2: **76%** (STAR Reading for Grades 3, 4, 5) + **79%**(STAR Math for Grades 3, 4, 5)= 155/2 = **78%**

- *Students that achieve the maximum 12.9 Grade Equivalent score in STAR Reading in Fall and achieve the same score on the Spring administration will be counted as achieving required growth.*
- *Students that achieve a Grade Equivalent score 2 or more years above grade level in STAR Math in Fall and achieve the same score on the Spring administration will be counted as achieving required growth*

Use STAR Assessment HEDI chart to convert 78% to 16

STAR Reading		STAR Reading		STAR Reading	
Grade 3	% 1Yr	Grade 4	% 1Yr	Grade 5	% 1Yr
	74		67		71
	78		72		86
	68		63		77
	95		79		95
	74		53		82
<b>% Students Making 1 Yr+ Growth: 76%</b>					

STAR Math		STAR Math		STAR Math	
Grade 3	% 1Yr	Grade 4	% 1Yr	Grade 5	% 1Yr
	95		65		71
	100		59		95
	63		75		68
	100		84		79
	89		94		59
<b>% Students Making 1 Yr+ Growth: 79%</b>					

STAR Assessment HEDI Charts

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
above 95%	91 to 95%	86 to 90%	81 to 85%	76 to 80%	71 to 75%	66 to 70%	61 to 65%	56 to 60%	51 to 55%	46 to 50%	41 to 45%	36 to 40%	31 to 35%	26 to 30%	21 to 25%	16 to 20%	11 to 15%	7 to 10%	4 to 6%	Below 4%

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
84 to 100%	68 to 83%	62 to 67%	56 to 61%	50 to 55%	44 to 49%	38 to 43%	31 to 37%	27 to 30%	23 to 26%	19 to 22%	15 to 18%	12 to 14%	8 to 11%	4 to 7%	Below 4%

Step 3: Add Step 1 HEDI score (15) + Step 2 HEDI score (16). Divide by 2 to arrive at Local Measure Score and rating. (31 divided by 2 = Local Measure Score of 15.5, which rounds to 16. Rating is Effective.)

**Local Measure Score: 16**

**Local Measure Rating: Effective**

## Seneca Falls Middle School (Grades 6 – 8)

### Seneca Falls Middle School Local Measure Metric:

(Average percent of students achieving Level 3 & 4 scores on NYS ELA Grades 6-8 State Assessments x .2)  
+  
(Average percent of students achieving Level 3 & 4 scores on NYS Math Grades 6-8 State Assessments x .2)  
+  
(Percent of 8<sup>th</sup> grade Students achieving a passing score of 65 or greater on NYS Regents in Algebra Common Core x .1)  
+  
(Percent of 8<sup>th</sup> grade Students achieving a passing score of 65 or greater on NYS Regents Physical Settings: Earth Science x .1)  
+  
(Percent of students achieving Level 3 & 4 scores on NYS Grade 8 Science Assessment x .4)

### 2013 – 2014 Example

Step 1: Average percent of students achieving Level 3 & 4 scores on NYS ELA Grades 6-8 State Assessments = 29.33

NYS Assessment HEDI Score	=	8
Weighted HEDI Score (8 x .20)	=	1.6

Step 2: Average percent of students achieving Level 3 & 4 scores on NYS Math Grades 6-8 State Assessments = 19

NYS Assessment HEDI Score	=	5
Weighted HEDI Score (5 x .20)	=	1

Step 3: Percent of 8<sup>th</sup> grade students passing (65 or greater) CC Algebra Regents Exam = 100%  
NYS Assessment HEDI Chart Score = 20  
Weighted HEDI Score (20 x .10 = 2)

Step 4: Percent of 8<sup>th</sup> grade passing (65 or greater) Phys. Settings Earth Science Regents = 100%  
NYS Assessment HEDI Chart Score = 20  
Weighted HEDI Score (20 x .10 = 2)

Step 5: Percent of students achieving Level 3 & 4 scores on NYS Grade 8 Science Assessment = 72%

NYS Assessment HEDI Chart Score = 18
Weighted HEDI Score (18 x .40 = 7.2)

Step 6 – Add weighted HEDI Scores:

Step 1 results (1.6) + Step 2 results (1) + step 3 results (2) + step 4 results (2) + step 5 results (7.2) = 13.8

**Local Measure Score:** 13.8 ~ 14    **Local Measure Rating:** Effective

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
89 to 100%	78 to 88%	68 to 77%	64 to 67%	60 to 63%	56 to 59%	52 to 55%	48 to 51%	44 to 47%	40 to 43%	36 to 39%	31 to 35%	27 to 30%	24 to 26%	21 to 23%	18 to 20%	15 to 17%	12 to 14%	9 to 11%	6 to 8%	Below 6%

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
84 to 100%	68 to 83%	62 to 67%	56 to 61%	50 to 55%	44 to 49%	38 to 43%	31 to 37%	27 to 30%	23 to 26%	19 to 22%	15 to 18%	12 to 14%	8 to 11%	4 to 7%	Below 4%

## Mynderse Academy High School (Grades 9 – 12)

Step 1: (Average Percent of Passing Rates; 65 or greater, on all Regents Exams and WFL BOCES Regionally Developed Level III Foreign Language Exams)

Step 2: - Divide by 5 to convert to 20 point scale. Normal rounding procedures will apply.

- NYS Regents Exam scores are on a 0 – 100 scale.

Mynderse Academy Local Measure Example (2013 data)

Step 1: Average Percent of Regents Exams and WFL BOCES Regionally Developed Level III LOTE Assessments Passing Scores (65 or greater) – see chart

Step 2: 84.5 divided by 5 = 16.9

Step 3: 16.9 ~ 17.0

Step 4: Local Measure score of 17

Step 5: Effective Rating

Regents	% Passing
English	83%
Algebra **	87%
Geometry	82%
Alg. 2/Trig	75%
Global	78%
US History	93%
Living Environ.	94%
Earth Sci.	83%
Chemistry	73%
Physics	67%
French	100%
Spanish	100%
<b>Average</b>	<b>84.5%</b>

\*\*\* SFCSD will administer the following Regents:

- CC English Regents Exam
- CC Geometry Regents Exam
- 2005 Standards Geometry Regents Exam
- CC Algebra Regents Exam
- 2005 Standards Algebra Regents Exam

*The higher score from the CC Algebra and 2005 Standards Algebra Regents and CC Geometry and 2005 Standards Geometry Regents will be used for APPR purposes. In subsequent years, only the CC Algebra Regents Exam and CC Geometry Regents Exam will be administered and used for APPR purposes.*

## Other Measures of Effectiveness (60%)

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### **Classroom Observations**

The district will use the Danielson's (2011) "Framework for Teaching" Rubric to determine the 60 points in the "Other Measures" subcomponent that must be based on multiple classroom observations. The district will utilize the Rubric Score to Sub-Component Conversion Chart to determine the 60% rating in this "Other Measures of Effectiveness" category.

The "Framework for Teaching": rubric contains four domains:

- Domain I: Planning and Preparation
- Domain II: The Classroom Environment
- Domain III: Instruction
- Domain IV: Professional Responsibilities

It is generally understood that Domains II and III contain components and elements that are evident in lesson observations. It is also understood that Domains I and IV contain components and elements that must be assessed on an annual basis. These can be reviewed during the year in conferences with the lead evaluator(s). Teachers will also be able to provide evidence of Domain I and IV components and elements in the Year End Teacher Self-Reflection document.

**Normal rounding procedures will apply for domain and composite scoring.**

### Other Measures 60% Teacher Effect Scores

Ineffective	0 - 49	Overall performance and results do not meet standards
Developing	50 - 56	Overall performance and results need improvement in order to meet standards
Effective	57 - 58	Overall performance and results meet standards
Highly Effective	59 - 60	Overall performance and results exceed standards.

*\*See appendix for "Framework for Teaching" rubric*

Administrators/Evaluators will use *Teachscape Reflect Live* Software management tool for observations and evaluations.

### **Year End Teacher Self-Reflection**

The Teacher Self-Reflection is to be completed and submitted to the Building Principal by June 15<sup>th</sup>. Teachers will provide a self-reflection narrative to further reflect on Domains I & IV (Components, and Elements), as well as indicate any evidence to substantiate the narrative reflection. These domains contain non-classroom observation components/elements, which are required to be evaluated annually.

**Other Measures 60% - Rubric Score to Sub-Component Conversion Chart**

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
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

Total Average Rubric Score	Category	Conversion score for composite
<b>Developing 50-56</b>		
1.5		49.5
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		56.4
<b>Effective 57-58</b>		
2.5		56.5
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		58.4
<b>Highly Effective 59-60</b>		
3.5		58.5
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

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

# **SFCSD APPR – Teacher Improvement Plan**

Name of Teacher \_\_\_\_\_ Evaluation Year \_\_\_\_\_

Date Issued to Teacher \_\_\_\_\_

A Teacher Improvement Plan must be provided to teachers who score a Developing or Ineffective on the annual evaluation. The TIP must be provided to the teacher within 10 days from the opening of classes in the school year following the performance/evaluation year.

## **Identification of the Areas of Improvement**

### **Goals/Objectives:**

### **Timeline for Achieving Improvement**

### **Procedures/Differentiated Activities to Support Improvement Plan:**

### **Evaluation of Improvement Plan:**

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

STAR Assessment HEDI Chart  
for  
Frank Knight School Principal SLO

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98 to 100%	94 to 97%	90 to 93%	89%	88%	87%	86%	85%	82 to 84%	79 to 81%	77 to 78%	75 to 76%	73 to 74%	71 to 72%	69 to 70%	67 to 68%	65 to 66%	62 to 64%	61 %	60 %	Below 60%

## Elizabeth Cady Stanton Elementary School (Grades 3- 5)

Local Measure = (Average Percent achieving Levels 3 & 4 scores on Grades 3, 4, 5 NYS ELA, Math, and Science Assessments) + (Average percent of students achieving 1 year of growth on STAR Reading Enterprise and STAR Math Assessments, as defined by STAR Reading Enterprise and STAR Math Assessments.)

2013 – 2014 Example:

**Step 1:** Average Percent achieving Levels 3 & 4 scores on Grades 3, 4, 5 NYS ELA, Math, and Science Assessments

English Language Arts		Mathematics		Science	
Grade 3	20%	Grade 3	59%	Grade 4	93%
Grade 4	34%	Grade 4	40%		
Grade 5	29%	Grade 5	34%		
Avg.	28%	Avg.	44%	Avg.	93%
<b>Level 3 &amp; 4 - Average for NYS Assessment Exams = 55%</b>					

- Use NYS Assessment HEDI Chart for score (**55% = HEDI score of 14**)  
NYS Assessments HEDI Charts

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
89 to 100%	78 to 88%	68 to 77%	64 to 67%	60 to 63%	56 to 59%	52 to 55%	48 to 51%	44 to 47%	40 to 43%	36 to 39%	31 to 35%	27 to 30%	24 to 26%	21 to 23%	18 to 20%	15 to 17%	12 to 14%	9 to 11%	6 to 8%	Below 6%

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
84 to 100%	68 to 83%	62 to 67%	56 to 61%	50 to 55%	44 to 49%	38 to 43%	31 to 37%	27 to 30%	23 to 26%	19 to 22%	15 to 18%	12 to 14%	8 to 11%	4 to 7%	Below 4%

Step 2: **76%** (STAR Reading for Grades 3, 4, 5) + **79%**(STAR Math for Grades 3, 4, 5)= 155/2 = **78%**

- *Students that achieve the maximum 12.9 Grade Equivalent score in STAR Reading in Fall and achieve the same score on the Spring administration will be counted as achieving required growth.*
- *Students that achieve a Grade Equivalent score 2 or more years above grade level in STAR Math in Fall and achieve the same score on the Spring administration will be counted as achieving required growth*

Use STAR Assessment HEDI chart to convert 78% to 16

STAR Reading		STAR Reading		STAR Reading	
Grade 3	% 1Yr	Grade 4	% 1Yr	Grade 5	% 1Yr
	74		67		71
	78		72		86
	68		63		77
	95		79		95
	74		53		82
% Students Making 1 Yr+ Growth: 76%					

STAR Math		STAR Math		STAR Math	
Grade 3	% 1Yr	Grade 4	% 1Yr	Grade 5	% 1Yr
	95		65		71
	100		59		95
	63		75		68
	100		84		79
	89		94		59
% Students Making 1 Yr+ Growth: 79%					

STAR Assessment HEDI Charts

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
above 95%	91 to 95%	86 to 90%	81 to 85%	76 to 80%	71 to 75%	66 to 70%	61 to 65%	56 to 60%	51 to 55%	46 to 50%	41 to 45%	36 to 40%	31 to 35%	26 to 30%	21 to 25%	16 to 20%	11 to 15%	7 to 10%	4 to 6%	Below 4%

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
84 to 100%	68 to 83%	62 to 67%	56 to 61%	50 to 55%	44 to 49%	38 to 43%	31 to 37%	27 to 30%	23 to 26%	19 to 22%	15 to 18%	12 to 14%	8 to 11%	4 to 7%	Below 4%

Step 3: Add Step 1 HEDI score (15) + Step 2 HEDI score (16). Divide by 2 to arrive at Local Measure Score and rating. (31 divided by 2 = Local Measure Score of 15.5, which rounds to 16. Rating is Effective.)

**Local Measure Score: 16**

**Local Measure Rating: Effective**

## **Seneca Falls Middle School (Grades 6 – 8)**

### **Seneca Falls Middle School Local Measure Metric:**

(Average percent of students achieving Level 3 & 4 scores on NYS ELA Grades 6-8 State Assessments x .2)  
+  
(Average percent of students achieving Level 3 & 4 scores on NYS Math Grades 6-8 State Assessments x .2)  
+  
(Percent of 8<sup>th</sup> grade Students achieving a passing score of 65 or greater on NYS Regents in Algebra Common Core x .1)  
+  
(Percent of 8<sup>th</sup> grade Students achieving a passing score of 65 or greater on NYS Regents Physical Settings: Earth Science x .1)  
+  
(Percent of students achieving Level 3 & 4 scores on NYS Grade 8 Science Assessment x .4)

### **2013 – 2014 Example**

Step 1: Average percent of students achieving Level 3 & 4 scores on NYS ELA Grades 6-8 State Assessments = 29.33

$$\begin{array}{rcl} \text{NYS Assessment HEDI Score} & = & 8 \\ \text{Weighted HEDI Score (8 x .20)} & = & 1.6 \end{array}$$

Step 2: Average percent of students achieving Level 3 & 4 scores on NYS Math Grades 6-8 State Assessments = 19

$$\begin{array}{rcl} \text{NYS Assessment HEDI Score} & = & 5 \\ \text{Weighted HEDI Score (5 x .20)} & = & 1 \end{array}$$

Step 3: Percent of 8<sup>th</sup> grade students passing (65 or greater) CC Algebra Regents Exam = 100%  
NYS Assessment HEDI Chart Score = 20  
Weighted HEDI Score (20 x .10 = 2)

Step 4: Percent of 8<sup>th</sup> grade passing (65 or greater) Phys. Settings Earth Science Regents = 100%  
NYS Assessment HEDI Chart Score = 20  
Weighted HEDI Score (20 x .10 = 2)

Step 5: Percent of students achieving Level 3 & 4 scores on NYS Grade 8 Science Assessment = 72%

$$\begin{array}{rcl} \text{NYS Assessment HEDI Chart Score} & = & 18 \\ \text{Weighted HEDI Score (18 x .40)} & = & 7.2 \end{array}$$

Step 6 – Add weighted HEDI Scores:

Step 1 results (1.6) + Step 2 results (1) + step 3 results (2) + step 4 results (2) + step 5 results (7.2) = 13.8

**Local Measure Score:** 13.8 ~ 14    **Local Measure Rating:** Effective

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
89 to 100%	78 to 88%	68 to 77%	64 to 67%	60 to 63%	56 to 59%	52 to 55%	48 to 51%	44 to 47%	40 to 43%	36 to 39%	31 to 35%	27 to 30%	24 to 26%	21 to 23%	18 to 20%	15 to 17%	12 to 14%	9 to 11%	6 to 8%	Below 6%

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
84 to 100%	68 to 83%	62 to 67%	56 to 61%	50 to 55%	44 to 49%	38 to 43%	31 to 37%	27 to 30%	23 to 26%	19 to 22%	15 to 18%	12 to 14%	8 to 11%	4 to 7%	Below 4%

## Mynderse Academy High School (Grades 9 – 12)

Step 1: (Average Percent of Passing Rates; 65 or greater, on all Regents Exams and WFL BOCES Regionally Developed Level III Foreign Language Exams)

Step 2: - Divide by 5 to convert to 20 point scale. Normal rounding procedures will apply.

- NYS Regents Exam scores are on a 0 – 100 scale.

Mynderse Academy Local Measure Example (2013 data)

Step 1: Average Percent of Regents Exams and WFL BOCES Regionally Developed Level III LOTE Assessments Passing Scores (65 or greater) – see chart

Step 2: 84.5 divided by 5 = 16.9

Step 3: 16.9 ~ 17.0

Step 4: Local Measure score of 17

Step 5: Effective Rating

Regents	% Passing
English	83%
Algebra **	87%
Geometry	82%
Alg. 2/Trig	75%
Global	78%
US History	93%
Living Environ.	94%
Earth Sci.	83%
Chemistry	73%
Physics	67%
French	100%
Spanish	100%
<b>Average</b>	<b>84.5%</b>

\*\*\* SFCSD will administer the following Regents:

- CC English Regents Exam
- CC Geometry Regents Exam
- 2005 Standards Geometry Regents Exam
- CC Algebra Regents Exam
- 2005 Standards Geometry Regents Exam

*The higher score from the CC Algebra and 2005 Standards Algebra Regents and CC Geometry and 2005 Standards Geometry Regents will be used for APPR purposes. In subsequent years, only the CC Algebra Regents Exam and CC Geometry Regents Exam will be administered and used for APPR purposes.*

*Local Measures of Student Growth/Achievement - 20 Points (15 Points VAM)*

Local Measures of Student Growth/Achievement are intended to provide a more holistic view of a principal’s instructional efforts and overall student growth/achievement. The specific assessments and metrics used to determine the Local Measures of Student Achievement for any particular school year will be reviewed annually by the APPR Committee. The Committee will operate within the parameters established by Education law, the District, and the Association. The Committee will review comparability and rigor as defined by SED, current best practices & research, point conversion charts, and the actual metrics & formulas used to determine the Local Measures score. The Committee will also revisit whether specific assessment choices should be added, deleted or amended. Final decisions regarding the Local Measures will be determined by the District and the Association.

**Building-Specific Local Measures**

Each principal who is subject to the APPR shall use the following calculations for his/her Local Measures (LM) subcomponent score.

**Frank Knight Elementary School ( Grades K – 2)**

Percentage of K – 2 students that achieve grade level benchmark levels on Developmental Reading Assessment. (K = Level C, Gr. 1 = Level I, Gr. 2 = Level M)

Frank Knight School Local Measure Example (2013 - 2014 data):

2013 - 2014	Number of Students	Percent at Grade Level Benchmark ***
Kindergarten	88	75%
Grade 1	98	82%
Grade 2	112	80%
<b>Average</b>	<b>298</b>	<b>79%</b>

Frank Knight School Average — Spring 2014 = 79%

Frank Knight Elementary School Local Measure HEDI Charts

**Local Measure Score: 16**

**Local Measure Rating: Effective**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
above 95%	91 to 95%	86 to 90%	81 to 85%	76 to 80%	71 to 75%	66 to 70%	61 to 65%	56 to 60%	51 to 55%	46 to 50%	41 to 45%	36 to 40%	31 to 35%	26 to 30%	21 to 25%	16 to 20%	11 to 15%	7 to 10 %	4 to 6%	Below 4%

## *Other Measures of Principal Effectiveness (60%)*

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The district will use the Michael Kim Marshall Rubric to determine the 60 points in the “Other Measures” subcomponent. The district will utilize the Rubric Score to Sub-Component Conversion Chart to determine the 60% rating in this “Other Measures of Effectiveness” category.

The Marshall Rubric contains six domains covering all aspects of a principal’s job performance:

- Domain A: Diagnosis and Planning
- Domain B: Priority Management and Communication
- Domain C: Curriculum and Data
- Domain D: Supervision, Evaluation, and Professional Development
- Domain E: Discipline and Parent Involvement
- Domain F: Management and External Relations

The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary (Developing)* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards (Ineffective)* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

To score, read across the four levels of performance for each criterion, find the level that best describes each principal’s performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page. **Normal rounding procedures will apply.**

Each of the six domains will receive a score and a HEDI rating. There will also be an overall score for all six domains. The overall score will be converted to a HEDI rating and an “Other Measures” score (0-60). Conversion charts on the following page will be used to identify the scores and ratings.

### Example Score

- Domain A: 30 out of 40, Divide by 10 = 3.0 (Effective)
- Domain B: 28 out of 40, Divide by 10 = 2.8 (Effective)
- Domain C: 33 out of 40, Divide by 10 = 3.3 (Effective)
- Domain D: 32 out of 40, Divide by 10 = 3.2 (Effective)
- Domain E: 26 out of 40, Divide by 10 = 2.6 (Effective)
- Domain F: 34 out of 40, Divide by 10 = 3.4 (Effective)

**Total = 18.3**

***18.3 Converts to 3.0 on the Conversion Chart for Rubric Scored (0-24)***

***3.0 converts to 58 on the HEDI Rating Chart***

***58 on the HEDI Rating Chart is an “Effective” rating***

60% Other Measures - Example Conversion Charts for Rubric Scored on 6-24 Scale			60 percent Other Measures - Example Conversion Charts for HEDI Rating and 0-60 Points		
<b>Example 6-24 Point Scale Conversion Chart*</b>		Total Avg. Rubric Score	Conversion score for composite	<i>Continued from Column 2</i>	
Based on a 24 Point Scale	Converted to 1-4 Rating				
Ineffective		Ineffective			
		1.000	0		
6	1	1.008	1	1.350	43
7	1.1	1.017	2	1.358	44
8-9	1.2	1.025	3	1.367	45
10-12	1.3	1.033	4	1.375	46
13	1.4	1.042	5	1.383	47
Developing		1.050	6	1.392	48
		1.058	7	1.400	49
13.2	1.5	1.067	8	Developing	
13.4	1.6	1.075	9	1.5	49.5
13.6	1.7	1.083	10	1.6	50.7
13.9	1.8	1.092	11	1.7	51.4
14.1	1.9	1.100	12	1.8	52.1
14.4	2	1.108	13	1.9	52.8
14.6	2.1	1.115	14	2	53.5
14.9	2.2	1.123	15	2.1	54.2
15.1	2.3	1.131	16	2.2	54.9
15.4	2.4	1.138	17	2.3	55.6
		1.146	18	2.4	56.4
		1.154	19	Effective	
Effective		1.162	20	2.5	56.5
15.6 – 16.0	2.5	1.169	21	2.6	57.2
16.1 – 16.5	2.6	1.177	22	2.7	57.4
16.6 - 16.9	2.7	1.185	23	2.8	57.6
17.0 – 17.4	2.8	1.192	24	2.9	57.8
17.5 – 17.9	2.9	1.200	25	3	58
18.0 – 18.4	3	1.208	26	3.1	58.1
18.5 - 18.9	3.1	1.217	27	3.2	58.2
19.0 - 19.4	3.2	1.225	28	3.3	58.3
19.7 - 19.9	3.3	1.233	29	3.4	58.4
20.0 - 20.2	3.4	1.242	30	Highly Effective	
Highly Effective		1.250	31	3.5	58.5
		1.258	32	3.6	59
20.3 – 21.0	3.5	1.267	33	3.7	59.3
21.1 – 21.7	3.6	1.275	34	3.8	59.5
21.8 – 22.5	3.7	1.283	35	3.9	59.8
22.6 – 23.2	3.8	1.292	36	4	60
23.3 – 23.9	3.9	1.300	37		
24.0	4	1.308	38		
		1.317	39		
		1.325	40		
		1.333	41		
		1.342	42		



## *PRINCIPAL IMPROVEMENT PLANS (TIP)*

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The SFCSD Principal Improvement Plan (PIP) is designed to provide support through communication, discussion and collaboration in identified areas of significant concern

When a Principal receives a composite rating of “Developing” or “Ineffective” through an annual professional performance review, a Principal Improvement Plan will be developed and implemented.

A PIP must be implemented no later than 10 days after the beginning of the subsequent school year (first teacher day). The principal must make progress toward attaining standards-based goals within a specific period of time. The PIP will include:

- The identification of areas that need improvement
- Differentiated activities to support improvements in these areas
- A timeline for achieving improvement
- The manner in which achievement will be assessed

The plan will clearly describe the professional learning activities that the principal must complete. These activities should be connected directly to the areas needing improvement. The additional assistance and support that the principal will receive will be clearly stated in the PIP.

The principal will meet with the Superintendent at least twice during the year to review the plan and any artifacts and evidence from observations and professional activities. The meetings and evidence will allow for professional dialogue to review progress, make adjustments, and provide a final, summative rating for the principal.

The SFAA President (or SFAA Designee) will be contacted and consulted when a Principal Improvement Plan is being developed and administered to a SFCSD principal. It is also understood that a PIP is developed for professional growth and required for “Ineffective” and “Developing” ratings. A PIP is not intended as a punitive measure.

It is further understood, that the district has the authority to develop and administer a non-mandated PIP for any areas in need of improvement.

# **SFCSD APPR – Principal Improvement Plan**

Name of Principal \_\_\_\_\_ Evaluation Year \_\_\_\_\_

Date Issued to Principal \_\_\_\_\_

A Principal Improvement Plan must be provided to principals who score a “Developing” or “Ineffective” on the annual evaluation. The PIP must be provided to the principal within 10 days from the opening of the school year, or first teacher day (whichever comes first) in the school year following the performance/evaluation year.

## **Identification of the Areas of Improvement**

### **Goals/Objectives:**

### **Timeline for Achieving Improvement**

### **Procedures/Differentiated Activities to Support Improvement Plan:**

### **Evaluation of Improvement Plan:**

Superintendent’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

**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, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature:      Date:

*[Handwritten Signature]*      2-13-14

Teachers Union President Signature:      Date:

*[Handwritten Signature]*      2-13-14

Administrative Union President Signature:      Date:

*[Handwritten Signature]*      2/13/14

Board of Education President Signature:      Date:

*[Handwritten Signature]*      2-13-14