



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

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

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October 22, 2012

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Michael A. Glover

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Sunday, September 30, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, May 07, 2012

Updated Sunday, September 30, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

| | ELA | Assessment |
|---|-------------------------------------|---------------------|
| K | State-approved 3rd party assessment | STAR Early Literacy |
| 1 | State-approved 3rd party assessment | STAR Early Literacy |
| 2 | State-approved 3rd party assessment | STAR Early Literacy |

| | ELA | Assessment |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|--|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this | Points will be assigned based on 85% of the students achieving growth as defined by the teacher and a building principal. A |
|--|---|

| | |
|---|---|
| subcomponent. If needed, you may upload a table or graphic at 2.11, below. | teacher will be considered midrange effective (13 pts) if 85% of their students reach their SLO target. More or less points will be assigned depending upon the percent of students who exceed or fall short of the target. All fractions will be rounded up. 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.

| | Math | Assessment |
|---|---|--|
| K | District, regional, or BOCES-developed assessment | BOCES-Developed Kindergarten Math Assessment |
| 1 | State-approved 3rd party assessment | STAR Math |
| 2 | State-approved 3rd party assessment | STAR Math |

| | Math | Assessment |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|---|
| 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. | Points will be assigned based on 85% of the students achieving growth as defined by the teacher and a building principal. A teacher will be considered midrange effective (13 pts) if 85% of their students reach their SLO target. More or less points will be assigned depending upon the percent of students who exceed or |
|---|---|

fall short of the target. All fractions will be rounded up.

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 | BOCES-Developed Grade 6 Science Assessment |
| 7 | District, regional or BOCES-developed assessment | BOCES-Developed Grade 7 Science Assessment |
| 8 | State assessment | 8th Grade State Science Assessment |

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

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.

Points will be assigned based on 85% of the students achieving growth as defined by the teacher and a building principal. A teacher will be considered midrange effective (13 pts) if 85% of their students reach their SLO target. More or less points will be assigned depending upon the percent of students who exceed or fall short of the target. All fractions will be rounded up.

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 | BOCES-Developed Grade 6 Social Studies Assessment |
| 7 | District, regional or BOCES-developed assessment | BOCES-Developed Grade 7 Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | 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 student performance.

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Points will be assigned based on 85% of the students achieving growth as defined by the teacher and a building principal. A teacher will be considered midrange effective (13 pts) if 85% of their students reach their SLO target. More or less points will be assigned depending upon the percent of students who exceed or fall short of the target. All fractions will be rounded up. 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 | 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 student performance.

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Points will be assigned based on 85% of the students achieving growth as defined by the teacher and a building principal. A teacher will be considered midrange effective (13 pts) if 85% of their students reach their SLO target. More or less points will be assigned depending upon the percent of students who exceed or fall short of the target. All fractions will be rounded up. |
| | 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% |
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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 student performance.

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

Points will be assigned based on 85% of the students achieving growth as defined by the teacher and a building principal. A teacher will be considered midrange effective (13 pts) if 85% of their students reach their SLO target. More or less points will be assigned depending upon the percent of students who exceed or fall short of the target. All fractions will be rounded up.

Reference SECTION 2.11 for the State Growth Conversion Chart

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

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 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%
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| | |
|--|--------------------------|
| | 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 student performance.

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | Points will be assigned based on 85% of the students achieving growth as defined by the teacher and a building principal. A teacher will be considered midrange effective (13 pts) if 85% of their students reach their SLO target. More or less points will be assigned depending upon the percent of students who exceed or fall short of the target. All fractions will be rounded up. |
| | 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% |
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| 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%

2.9) 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 | BOCES-Developed Grade 9 ELA Assessment |
| Grade 10 ELA | District, regional or BOCES-developed assessment | BOCES-Developed Grade 10 ELA Assessment |
| Grade 11 ELA | Regents assessment | 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 student performance.

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

Points will be assigned based on 85% of the students achieving growth as defined by the teacher and a building principal. A teacher will be considered midrange effective (13 pts) if 85% of their students reach their SLO target. More or less points will be assigned depending upon the percent of students who exceed or fall short of the target. All fractions will be rounded up.

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%

2.10) All Other Courses

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

| Course(s) or Subject(s) | Option | Assessment |
|------------------------------------|---------------------------------------|--|
| Technology Education 7 - 8 | District, Regional or BOCES-developed | BOCES-Developed Grades 7 & 8 Technology Education Assessment |
| Physical Education K - 12 | District, Regional or BOCES-developed | BOCES-Developed Physical Education Assessment |
| Art K - 12 | District, Regional or BOCES-developed | BOCES-Developed Art Assessment |
| Business Education | District, Regional or BOCES-developed | District-Developed Business Education Assessment |
| Family & Consumer Sciences | District, Regional or BOCES-developed | BOCES-Developed Family & Consumer Sciences Assessment |
| Health | District, Regional or BOCES-developed | BOCES-Developed Health Assessment |
| Music K - 12 | District, Regional or BOCES-developed | BOCES-Developed Music Assessment |
| Foreign Languages | District, Regional or BOCES-developed | BOCES-Developed Foreign Language Assessment |
| Library Skills - Grades 6 & 7 | District, Regional or BOCES-developed | District Developed Grades 6 & 7 Library Assessment |
| All other teachers not named above | District, Regional or BOCES-developed | District Developed Assessments |
| | | |
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| | | |

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

| | |
|---|---|
| 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. | Points will be assigned based on 85% of the students achieving growth as defined by the teacher and a building principal. A teacher will be considered midrange effective (13 pts) if 85% of their students reach their SLO target. More or less points will be assigned depending upon the percent of students who exceed or fall short of the target. All fractions will be rounded up. 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% |

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/125580-TXEttx9bQW/State Growth Chart.pdf

2.12) Locally Developed Controls

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

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

The Seneca Falls Central School District has a long-standing tradition of strong student achievement levels. Given overall student achievement historical data, the APPR Committee, in collaboration with administrators will establish targets for Comparable Growth Measures.

Futhermore, principals and teachers may consider student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents when developing student learning objectives and setting appropriate targets.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Monday, May 07, 2012

Updated Monday, August 06, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 4 | 6(ii) School wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |
| 5 | 6(ii) School wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |

| | | |
|---|--|--|
| 6 | 6(ii) School wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |
| 7 | 6(ii) School wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |
| 8 | 6(ii) School wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |

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

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

| | |
|--|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. District Metric Example Calculation and Conversion Charts uploaded at section 3.3. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 3.5-4.0 Rubric Score = 14-15 Pts |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 2.5-3.4 Rubric Score = 8-13 Pts |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1.5-2.4 Rubric Score = 3-7 Pts |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1-1.4 Rubric Score = 0-2 Pts |

3.2) Grades 4-8 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 4 | 6(ii) School wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |
| 5 | 6(ii) School wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |
| 6 | 6(ii) School wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |
| 7 | 6(ii) School wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |

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

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

| | |
|--|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below. | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. District Metric Example Calculation and Conversion Charts uploaded at section 3.3. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 3.5-4.0 Rubric Score = 14-15 Pts |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 2.5-3.4 Rubric Score = 8-13 Pts |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1.5-2.4 Rubric Score = 3-7 Pts |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1-1.4 Rubric Score = 0-2 Pts |

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/125579-rhJdBgDruP/15,20 Conversion and Metric.pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| K | 6(ii) School-wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |
| 1 | 6(ii) School-wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |

| | | |
|---|--|--|
| 2 | 6(ii) School-wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |
| 3 | 6(ii) School-wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. District Metric Example Calculation and Conversion Charts uploaded at section 3.13. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 3.5-4.0 Rubric Score = 18-20 Pts |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 2.5-3.4 Rubric Score = 9-17 Pts |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1.5-2.4 Rubric Score = 3-8 Pts |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating Below 1.5 Rubric Score = 0-2 Pts |

3.5) Grades K-3 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| K | 6(ii) School-wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |
| 1 | 6(ii) School-wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |
| 2 | 6(ii) School-wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |
| 3 | 6(ii) School-wide measure computed locally | NYS ELA, Math, Science Assessments and all NYS Regents Exams |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. District Metric Example Calculation and Conversion Charts uploaded at section 3.13. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 3.5-4.0 Rubric Score = 18-20 Pts |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 2.5-3.4 Rubric Score = 9-17 Pts |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1.5-2.4 Rubric Score = 3-8 Pts |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating Below 1.5 Rubric Score = 0-2 Pts |

3.6) Grades 6-8 Science

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 6 | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| 7 | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| 8 | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. District Metric Example Calculation and Conversion Charts uploaded at section 3.13. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 3.5-4.0 Rubric Score = 18-20 Pts |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 2.5-3.4 Rubric Score = 9-17 Pts |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1.5-2.4 Rubric Score = 3-8 Pts |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating Below 1.5 Rubric Score = 0-2 Pts |

3.7) Grades 6-8 Social Studies

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| 6 | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| 7 | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| 8 | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. District Metric Example Calculation and Conversion Charts |
|---|--|

uploaded at section 3.13.

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

Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating
3.5-4.0 Rubric Score = 18-20 Pts

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

Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating
2.5-3.4 Rubric Score = 9-17 Pts

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

Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating
1.5-2.4 Rubric Score = 3-8 Pts

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

Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating
Below 1.5 Rubric Score = 0-2 Pts

3.8) High School Social Studies

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|------------------|---|--|
| Global 1 | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Global 2 | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| American History | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams.
District Metric Example Calculation and Conversion Charts uploaded at section 3.13.

| | |
|---|---|
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 3.5-4.0 Rubric Score = 18-20 Pts |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 2.5-3.4 Rubric Score = 9-17 Pts |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1.5-2.4 Rubric Score = 3-8 Pts |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating Below 1.5 Rubric Score = 0-2 Pts |

3.9) High School Science

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------------|---|--|
| Living Environment | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Earth Science | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Chemistry | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Physics | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |

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

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

| | |
|--|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students |
|--|---|

| | |
|---|---|
| 3.13, below. | Achieving Passing Scores on all Regents Exams. District Metric Example Calculation and Conversion Charts uploaded at section 3.13. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 3.5-4.0 Rubric Score = 18-20 Pts |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 2.5-3.4 Rubric Score = 9-17 Pts |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1.5-2.4 Rubric Score = 3-8 Pts |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating Below 1.5 Rubric Score = 0-2 Pts |

3.10) High School Math

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|-----------|---|--|
| Algebra 1 | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Geometry | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Algebra 2 | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
|---|--|

| | |
|---|---|
| | District Metric Example Calculation and Conversion Charts uploaded at section 3.13. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 3.5-4.0 Rubric Score = 18-20 Pts |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 2.5-3.4 Rubric Score = 9-17 Pts |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1.5-2.4 Rubric Score = 3-8 Pts |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating Below 1.5 Rubric Score = 0-2 Pts |

3.11) High School English Language Arts

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------|---|--|
| Grade 9 ELA | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Grade 10 ELA | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Grade 11 ELA | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. District Metric Example Calculation and Conversion Charts |
|---|---|

uploaded at section 3.13.

| | |
|---|---|
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 3.5-4.0 Rubric Score = 18-20 Pts |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 2.5-3.4 Rubric Score = 9-17 Pts |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1.5-2.4 Rubric Score = 3-8 Pts |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating Below 1.5 Rubric Score = 0-2 Pts |

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

| Course(s) or Subject(s) | Locally-Selected Measure from List of Approved Measures | Assessment |
|----------------------------|---|--|
| Technology Education | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Business Education | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Art | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Music | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Health | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Physical Education | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| LOTE Foreign Languages | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| Family & Consumer Sciences | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |

| | | |
|-------------------------------------|--|--|
| Library | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| All Other Subjects not listed above | 6(ii) School wide measure computed locally | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. |
| | | |
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| | | |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | Seneca Falls CSD will use a Locally Selected Metric: Average percent of Students Achieving Levels 3 & 4 on NYS ELA, Math, and Science Assessments + Average percent of Students Achieving Passing Scores on all Regents Exams. District Metric Example Calculation and Conversion Charts uploaded at section 3.13. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 3.5-4.0 Rubric Score = 18-20 Pts |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 2.5-3.4 Rubric Score = 9-17 Pts |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating 1.5-2.4 Rubric Score = 3-8 Pts |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Local Metric Measure Example 1-4 Rubric Conversion Chart to HEDI Rating Below 1.5 Rubric Score = 0-2 Pts |

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.

3.14) Locally Developed Controls

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

NA

3.15) Teachers with More Than One Locally Selected Measure

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

Not applicable as all Seneca Falls CSD teachers will be covered by the Local Measure described above.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, May 07, 2012

Updated Monday, August 06, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

| | |
|--|---------------|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 60 |
| One or more observation(s) by trained independent evaluators | (No response) |
| Observations by trained in-school peer teachers | (No response) |
| Feedback from students using State-approved survey tool | (No response) |
| Feedback from parents/caregivers using State-approved survey tool | (No response) |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts | (No response) |

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

| | |
|--|---------------|
| [SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2 | (No response) |
| [SurveyTools.1] Tripod Early Elementary Student Perception Survey 3-5 | (No response) |
| [SurveyTools.2] Tripod Early Elementary Student Perception Survey 6-12 | (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.

Scores/Outcomes of the 60% Other Measures will be tied to an average rubric score from 1 - 4. These standard scores will be converted to a rating that is easy to compute and understand. Each teacher would be rated according to the rubric and that rating would determine where the teacher will fall in the HEDI categories, and then the points are applied. The District's Rubric Score to Sub-Component Conversion Chart are attached.

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.

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. | 59 - 60 (Overall average rubric score of 3.5 to 4.0) |
| Effective: Overall performance and results meet NYS Teaching Standards. | 57 - 58 (Overall average rubric score of 2.5 to 3.4) |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | 50 - 56 (Overall average rubric score of 1.5 to 2.4) |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | 0 - 49 (Overall average rubric score of 1.0 to 1.4) |

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

| | |
|---|---|
| 4.6) Observations of Probationary Teachers Formal/Long | 2 |
| 4.6) Observations of Probationary Teachers Informal/Short | 0 |
| 4.6) Observations of Probationary Teachers 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

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

By trained in-school peer teachers or other trained reviewers

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

Independent evaluators

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

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, May 07, 2012

Updated Monday, August 06, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, May 07, 2012

Updated Monday, August 06, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/125586-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:

Appeals concerning a teacher performance review must be received in the office of the Superintendent of Schools no later than September 15th (or following Monday if September 15th occurs on a weekend day). 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.

Within ten (10) calendar days of the Superintendent's receipt of an appeal, the administrator/evaluator responsible for the

performance review being appealed shall submit to the Superintendent or his/her designee a detailed response to the appeal, including copies of any and all documents or information used to develop the performance review being appealed.

The Superintendent or his or her designee shall issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher filed his or her appeal.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

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.

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.

Administrators are also completing the TEACHSCAPE Proficiency System on-line professional development module. The fifteen hour module will also serve as evidence of training of lead evaluators.

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)

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Updated Monday, August 06, 2012

Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

| School or Program Type | SLO with Assessment Option | Name of the Assessment |
|--------------------------------------|-------------------------------------|--|
| Frank Knight Elementary School (K-2) | State-approved 3rd party assessment | STAR Early Literacy (K-2), STAR Math (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.

| | |
|--|---|
| 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. | Points will be assigned based on 85% of the students achieving growth as defined by the Superintendent and Principal. A Principal will be considered midrange effective (13 pts) if 85% of their students reach the SLO target. More or less points will be assigned depending upon the percent of students who exceed or fall short of the target. All fractions will be rounded up. |
| 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.

<assets/survey-uploads/5365/126192-lha0DogRNw/State Growth Conversion Chart.pdf>

7.4) Special Considerations for Comparable Growth Measures

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

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

NA

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Sunday, September 30, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|--|
| 3 - 5 | (d) measures used by district for teacher evaluation | NYS ELA (3-8), NYS Math (3-8), NYS Science (4,8) |
| 6 - 8 | (d) measures used by district for teacher evaluation | NYS ELA (6-8), NYS Math (6-8), NYS Science (8), NYS Regents Examinations |
| 9 - 12 | (g) % achieving specific level on Regents or alternatives | NYS Regents Examinations |
| | | |
| | | |
| | | |
| | | |

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

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

| | |
|---|------------------------|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | See attached documents |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 3.5-4.0 or 85-100% |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 2.5-3.4 or 65-84% |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 1.5-2.4 or 55-64% |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Below 1.5 or below 55% |

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

(No response)

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

[assets/survey-uploads/5366/126193-qBFVOWF7fC/Principal Local Metric Example and Conversion Charts.pdf](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|--|
| K-2 | (d) measures used by district for teacher evaluation | NYS ELA (3-5), NYS Math (3-5), NYS Science (4) |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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

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

| | |
|---|------------------------|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | See attached documents |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 3.5-4.0 or 85-100% |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 2.5-3.4 or 65-84% |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | 1.5-2.4 or 55-64% |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Below 1.5 or below 55% |

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.

<assets/survey-uploads/5366/126193-T8MIGWUVm1/Principal Local Metric Example and Conversion Charts.pdf>

8.3) Locally Developed Controls

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

controls or adjustments.

NA

8.4) Principals with More Than One Locally Selected Measure

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

See the attached document from 8.2: Locally Selected Measures for All Other Principals

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 08, 2012

Updated Monday, August 06, 2012

Page 1

9.1) Principal Practice Rubric

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

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

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 points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

To score, read across the four levels of performance for each criterion, find the level that best describes the 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.

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

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

[assets/survey-uploads/5143/126194-pMADJ4gk6R/60 percent Other Measures.pdf](#)

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

| | |
|--|--|
| Highly Effective: Overall performance and results exceed standards. | 3.5-4.0 or 20.3-24 converts to 59-60 |
| Effective: Overall performance and results meet standards. | 2.5-3.4 or 15.6-20.2 converts to 57-58 |
| Developing: Overall performance and results need improvement in order to meet standards. | 1.5-2.4 or 13.2-15.4 converts to 50-56 |
| Ineffective: Overall performance and results do not meet standards. | Below 1.5 or Below 13.2 converts to Below 50 |

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 |
| Enter Total | 2 |

10. Composite Scoring (Principals)

Created Tuesday, May 08, 2012

Updated Monday, August 06, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, May 08, 2012

Updated Sunday, September 30, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/126197-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 tenured principal's Annual Professional Performance Review (APPR). The procedures contained herein are not available to probationary principals.

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.

- (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.*
- (2) A 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.*
- (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). 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 commences 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 and Certification of Lead Evaluators and Evaluators

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

*NYS Council School Superintendants LEAF Training (October 2011) - 1 Day
Training Topics: (Commissioners Regulations, Principal Evaluation and Research and ISLLC Standards and Leadership)*

WFL BOCES Principal APPR Training (2011 - 2012)

Training Topics:

Sept (EngageNY Website), Oct (APPR Regulations), Nov (APPR Practice Rubrics), Jan (SLOs, 3rd Party Assessments, SED 5 Decision Points), Feb (3rd Party Assessments), March (Appeals Procedures, Revised Regulations, Data Driven Instruction, Regionally Developed Assessments), April (Regionally Developed Assessments, Regional Procedure for Appeals), May (SLOs, Regionally Developed Assessments)

WFL BOCES Regional Trainings - Principal APPR (Spring/Summer) - 4 Days

Training Topics: Practice Rubric, Evidence Collection, Locally Selected Measures, State Growth Measures and State Assessments/Regionally Developed Assessments/3rd Party Assessments, Value Added Model, Principal Improvement Plans, Principal Appeals Procedures, Use of Data- State-wide Instructional Reporting System, Scoring Procedures and Composite Score, Special Considerations for SWD and ELL Students

Evidence of Principal 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 4 annual evaluations of principals.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, September 26, 2012

Updated Sunday, September 30, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/182275-3Uqgn5g9Iu/Joint Certification of APPR for Portal - 92712.PDF](assets/survey-uploads/5581/182275-3Uqgn5g9Iu/Joint%20Certification%20of%20APPR%20for%20Portal%20-%2092712.PDF)

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.



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

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October 22, 2012

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Michael A. Glover

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

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

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

| Total Average Rubric Score | Category | Conversion score for composite |
|----------------------------|----------|--------------------------------|
| Ineffective 0-49 | | |
| 1.000 | | 0 |
| 1.008 | | 1 |
| 1.017 | | 2 |
| 1.025 | | 3 |
| 1.033 | | 4 |
| 1.042 | | 5 |
| 1.050 | | 6 |
| 1.058 | | 7 |
| 1.067 | | 8 |
| 1.075 | | 9 |
| 1.083 | | 10 |
| 1.092 | | 11 |
| 1.100 | | 12 |
| 1.108 | | 13 |
| 1.115 | | 14 |
| 1.123 | | 15 |
| 1.131 | | 16 |
| 1.138 | | 17 |
| 1.146 | | 18 |
| 1.154 | | 19 |
| 1.162 | | 20 |
| 1.169 | | 21 |
| 1.177 | | 22 |
| 1.185 | | 23 |
| 1.192 | | 24 |
| 1.200 | | 25 |
| 1.208 | | 26 |
| 1.217 | | 27 |
| 1.225 | | 28 |
| 1.233 | | 29 |
| 1.242 | | 30 |
| 1.250 | | 31 |
| 1.258 | | 32 |
| 1.267 | | 33 |
| 1.275 | | 34 |
| 1.283 | | 35 |
| 1.292 | | 36 |
| 1.300 | | 37 |
| 1.308 | | 38 |
| 1.317 | | 39 |
| 1.325 | | 40 |
| 1.333 | | 41 |
| 1.342 | | 42 |
| 1.350 | | 43 |
| 1.358 | | 44 |
| 1.367 | | 45 |
| 1.375 | | 46 |
| 1.383 | | 47 |
| 1.392 | | 48 |
| 1.400 | | 49 |

| Total Average Rubric Score | Category | Conversion score for composite |
|-------------------------------|----------|--------------------------------|
| Developing 50-56 | | |
| 1.5 | | 50 |
| 1.6 | | 50.7 |
| 1.7 | | 51.4 |
| 1.8 | | 52.1 |
| 1.9 | | 52.8 |
| 2 | | 53.5 |
| 2.1 | | 54.2 |
| 2.2 | | 54.9 |
| 2.3 | | 55.6 |
| 2.4 | | 56.3 |
| Effective 57-58 | | |
| 2.5 | | 57 |
| 2.6 | | 57.2 |
| 2.7 | | 57.4 |
| 2.8 | | 57.6 |
| 2.9 | | 57.8 |
| 3 | | 58 |
| 3.1 | | 58.2 |
| 3.2 | | 58.4 |
| 3.3 | | 58.6 |
| 3.4 | | 58.8 |
| Highly Effective 59-60 | | |
| 3.5 | | 59 |
| 3.6 | | 59.3 |
| 3.7 | | 59.5 |
| 3.8 | | 59.8 |
| 3.9 | | 60 |
| 4 | | 60.25 (round to 60) |

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: _____

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% |

District Metric Scoring Example:

Step 1:

Average of NYS Assessment ELA (3–8), Math (3–8), Science (4&8) Levels 3&4 Percentage + Average of NYS Regents Passing Percentage

2

I. NYS Assessments (Per 2010-2011 NYS Report Card)

(% Achieving Level 3 & 4)

| English Language Arts | | Mathematics | | Science | |
|-----------------------|-----|--------------|-----|---------|-----|
| Grade 3 | 70% | Grade 3 | 76% | Grade 4 | 98% |
| Grade 4 | 68% | Grade 4 | 70% | Grade 8 | 89% |
| Grade 5 | 59% | Grade 5 | 72% | | |
| Grade 6 | 69% | Grade 6 | 67% | | |
| Grade 7 | 64% | Grade 7 | 78% | | |
| Grade 8 | 70% | Grade 8 | 65% | | |
| Average | | 72.5% | | | |

II. NYS Regents Exams (Per 2010-2011 NYS Report Card)

(% Passing)

| Regents | % Passing |
|----------------|--------------|
| Comp. English | 88% |
| Int. Algebra | 86% |
| Geometry | 85% |
| Alg 2/Trig | 82% |
| Global | 79% |
| US History | 83% |
| Biology | 95% |
| Earth Sci | 72% |
| Chemistry | 78% |
| Physics | 82% |
| French | 80% |
| Spanish | 100% |
| Average | 84.2% |

Step 1: $\frac{72.5\% + 84.2\%}{2} = 78.4$

Step 2: Divide average by 5 to convert to a scale out of 20
78.4 Divided by 5 = 15.68

Step 3: Round the score to the nearest 20 Point Value for the local measure score (out of 20 or 15)
15.6 rounds to 16.2 on the 20 Point Conversion

Step 4: Convert the value to a 1-4 scale to determine the HEDI rating category
16.2 converts to 3.2 and an "Effective" rating

| 20% Local Measure Example Conversion Charts 1-4 Rubric to Sub-Component Score | | 15% Local Measure Example Conversion Charts 1-4 Rubric to Sub-Component Score | | 20% or 15% Local Measure Example 1-4 Rubric Conversion Chart to HEDI | |
|---|------------------------|---|------------------------|--|-----|
| Example 1-4 Rubric Conversion Scale | | Example 1-4 Rubric Conversion Scale | | Ineffective | 1 |
| Based on a 1-4 Rubric Rating | 20 Point Conversion | Based on a 1-4 Rubric Rating | 15 Point Conversion | | 1.1 |
| 1 | 0 | 1 | 0 | | 1.2 |
| 1.1 | 1 | 1.2 | 1 | | 1.3 |
| 1.2 | 1.5 | 1.4 | 2 | | 1.4 |
| 1.3 | 2.0 | 1.5 | 3 | 1.5 | |
| 1.4 | 2.5 | 1.7 | 4 | 1.6 | |
| 1.5 | 3 | 2.0 | 5 | 1.7 | |
| 1.6 | 3.6 | 2.2 | 6 | 1.8 | |
| 1.7 | 4.2 | 2.4 | 7 | 1.9 | |
| 1.8 | 4.8 | 2.5 | 8 | 2 | |
| 1.9 | 5.4 | 2.7 | 9 | 2.1 | |
| 2 | 6 | 2.9 | 10 | 2.2 | |
| 2.1 | 6.6 | 3.0 | 11 | 2.3 | |
| 2.2 | 7.2 | 3.2 | 12 | 2.4 | |
| 2.3 | 7.8 | 3.4 | 13 | 2.5 | |
| 2.4 | 8.4 | 3.5 | 14 | 2.6 | |
| 2.5 | 9 | 4 | 15 | 2.7 | |
| 2.6 | 9.9 | | | 2.8 | |
| 2.7 | 10.8 | | | 2.9 | |
| 2.8 | 11.7 | | | 3 | |
| 2.9 | 12.6 | | | 3.1 | |
| 3 | 13.5 | | | 3.2 | |
| 3.1 | 14.4 | | | 3.3 | |
| 3.2 | 15.3 | | | 3.4 | |
| 3.3 | 16.2 | | | 3.5 | |
| 3.4 | 17.1 | | | 3.6 | |
| 3.5 | 18 | | | 3.7 | |
| 3.6 | 18.4 | | | 3.8 | |
| 3.7 | 18.8 | | | 3.9 | |
| 3.8 | 19.2 | | | 4 | |
| 3.9 | 19.6 | | | | |
| 4 | 20 | | | | |
| | | | | Developing | |
| | | | | Effective | |
| | | | | Highly Effective | |

District Metric Scoring Example:

Step 1:

Average of NYS Assessment ELA (3–8), Math (3–8), Science (4&8) Levels 3&4 Percentage + Average of NYS Regents Passing Percentage

2

I. NYS Assessments (Per 2010-2011 NYS Report Card)

(% Achieving Level 3 & 4)

| English Language Arts | | Mathematics | | Science | |
|-----------------------|-----|--------------|-----|---------|-----|
| Grade 3 | 70% | Grade 3 | 76% | Grade 4 | 98% |
| Grade 4 | 68% | Grade 4 | 70% | Grade 8 | 89% |
| Grade 5 | 59% | Grade 5 | 72% | | |
| Grade 6 | 69% | Grade 6 | 67% | | |
| Grade 7 | 64% | Grade 7 | 78% | | |
| Grade 8 | 70% | Grade 8 | 65% | | |
| Average | | 72.5% | | | |

II. NYS Regents Exams (Per 2010-2011 NYS Report Card)

(% Passing)

| Regents | % Passing |
|----------------|--------------|
| Comp. English | 88% |
| Int. Algebra | 86% |
| Geometry | 85% |
| Alg 2/Trig | 82% |
| Global | 79% |
| US History | 83% |
| Biology | 95% |
| Earth Sci | 72% |
| Chemistry | 78% |
| Physics | 82% |
| French | 80% |
| Spanish | 100% |
| Average | 84.2% |

Step 1: $\frac{72.5\% + 84.2\%}{2} = 78.4$

Step 2: Divide average by 5 to convert to a scale out of 20
78.4 Divided by 5 = 15.68

Step 3: Round the score to the nearest 20 Point Value for the local measure score (out of 20 or 15)
15.6 rounds to 16.2 on the 20 Point Conversion

Step 4: Convert the value to a 1-4 scale to determine the HEDI rating category
16.2 converts to 3.2 and an "Effective" rating

| 20% Local Measure Example Conversion Charts 1-4 Rubric to Sub-Component Score | | 15% Local Measure Example Conversion Charts 1-4 Rubric to Sub-Component Score | | 20% or 15% Local Measure Example 1-4 Rubric Conversion Chart to HEDI | |
|---|------------------------|---|------------------------|--|-----|
| Example 1-4 Rubric Conversion Scale | | Example 1-4 Rubric Conversion Scale | | Ineffective | 1 |
| Based on a 1-4 Rubric Rating | 20 Point Conversion | Based on a 1-4 Rubric Rating | 15 Point Conversion | | 1.1 |
| 1 | 0 | 1 | 0 | | 1.2 |
| 1.1 | 1 | 1.2 | 1 | | 1.3 |
| 1.2 | 1.5 | 1.4 | 2 | | 1.4 |
| 1.3 | 2.0 | 1.5 | 3 | 1.5 | |
| 1.4 | 2.5 | 1.7 | 4 | 1.6 | |
| 1.5 | 3 | 2.0 | 5 | 1.7 | |
| 1.6 | 3.6 | 2.2 | 6 | 1.8 | |
| 1.7 | 4.2 | 2.4 | 7 | 1.9 | |
| 1.8 | 4.8 | 2.5 | 8 | 2 | |
| 1.9 | 5.4 | 2.7 | 9 | 2.1 | |
| 2 | 6 | 2.9 | 10 | 2.2 | |
| 2.1 | 6.6 | 3.0 | 11 | 2.3 | |
| 2.2 | 7.2 | 3.2 | 12 | 2.4 | |
| 2.3 | 7.8 | 3.4 | 13 | 2.5 | |
| 2.4 | 8.4 | 3.5 | 14 | 2.6 | |
| 2.5 | 9 | 4 | 15 | 2.7 | |
| 2.6 | 9.9 | | | 2.8 | |
| 2.7 | 10.8 | | | 2.9 | |
| 2.8 | 11.7 | | | 3 | |
| 2.9 | 12.6 | | | 3.1 | |
| 3 | 13.5 | | | 3.2 | |
| 3.1 | 14.4 | | | 3.3 | |
| 3.2 | 15.3 | | | 3.4 | |
| 3.3 | 16.2 | | | 3.5 | |
| 3.4 | 17.1 | | | 3.6 | |
| 3.5 | 18 | | | 3.7 | |
| 3.6 | 18.4 | | | 3.8 | |
| 3.7 | 18.8 | | | 3.9 | |
| 3.8 | 19.2 | | | 4 | |
| 3.9 | 19.6 | | | | |
| 4 | 20 | | | | |
| | | | | Developing | |
| | | | | Effective | |
| | | | | Highly Effective | |

State Growth Conversion Chart

*Principals 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% |

School Building / Individual Metric Examples:

Frank Knight Principal Metric Example

Step 1:

NYS ELA 3–5 Assessment Levels 3&4 % + NYS Math 3–5 Assessment Levels 3&4 % + NYS Sci 4 Assessment Levels 3&4 %

3

NYS Assessments (Per 2010-2011 NYS Report Card)
(% Achieving Level 3 & 4)

| English Language Arts | | Mathematics | | Science | |
|-----------------------|------------|-------------|------------|------------|------------|
| Grade 3 | 70% | Grade 3 | 76% | Grade 4 | 98% |
| Grade 4 | 68% | Grade 4 | 70% | | |
| Grade 5 | 59% | Grade 5 | 72% | | |
| AVG | 66% | AVG | 73% | AVG | 98% |

$$\frac{66\% + 73\% + 98\%}{3} = 79$$

Step 2: Divide average by 5 to convert to a scale out of 20

79 Divided by 5 = 15.8

Step 3: Round the score to the nearest 20 Point Value for the local measure score (out of 20 or 15)

15.8 rounds to 16.2 on the 20 Point Conversion

Step 4: Convert the value to a 1-4 scale to determine the HEDI rating category

16.2 converts to 3.3 and an "Effective" rating

Elizabeth Cady Stanton Principal Metric Example

Step 1:

NYS ELA 3–8 Assessment Levels 3&4 % + NYS Math 3–8 Assessment Levels 3&4 % + NYS Sci 4,8 Assessment Levels 3&4 %

3

NYS Assessments (Per 2010-2011 NYS Report Card)
(% Achieving Level 3 & 4)

| English Language Arts | | Mathematics | | Science | |
|-----------------------|------------|-------------|------------|------------|------------|
| Grade 3 | 70% | Grade 3 | 76% | Grade 4 | 98% |
| Grade 4 | 68% | Grade 4 | 70% | Grade 8 | 89% |
| Grade 5 | 59% | Grade 5 | 72% | | |
| Grade 6 | 69% | Grade 6 | 67% | | |
| Grade 7 | 64% | Grade 7 | 78% | | |
| Grade 8 | 70% | Grade 8 | 65% | | |
| AVG | 67% | AVG | 71% | AVG | 94% |

$$\frac{67\% + 71\% + 94\%}{3} = 77.3$$

Step 2: Divide average by 5 to convert to a scale out of 20

77.3 Divided by 5 = 15.5

Step 3: Round the score to the nearest 20 Point Value for the local measure score (out of 20 or 15)

15.5 rounds to 15.3 on the 20 Point Conversion

Step 4: Convert the value to a 1-4 scale to determine the HEDI rating category

15.3 converts to 3.2 and an "Effective" rating

Middle School Principal Metric Example

Step 1:

Average of Grades 6–8 NYS Assessments Levels 3&4(ELA,Math,Science 8) + NYS Regents Exams Avg % Passing

2

NYS Assessments (Per 2010-2011 NYS Report Card)
(% Achieving Level 3 & 4)

| English Language Arts | | Mathematics | | Science | |
|-----------------------|-----|-------------|-----|---------|-----|
| Grade 6 | 69% | Grade 6 | 67% | Grade 8 | 89% |
| Grade 7 | 64% | Grade 7 | 78% | | |
| Grade 8 | 70% | Grade 8 | 65% | | |
| AVG 76% | | | | | |

NYS Regents Exams
(Per 2010-2011 NYS Report Card)
(% Passing)

| Regents | % Passing |
|----------------|--------------|
| Comp. English | 88% |
| Int. Algebra | 86% |
| Geometry | 85% |
| Alg 2/Trig | 82% |
| Global | 79% |
| US History | 83% |
| Biology | 95% |
| Earth Sci | 72% |
| Chemistry | 78% |
| Physics | 82% |
| French | 80% |
| Spanish | 100% |
| Average | 84.2% |

$$\frac{76\% + 84\%}{2} = 80\%$$

Step 2: Divide average by 5 to convert to a scale out of 20

80 Divided by 5 = 16

Step 3: Round the score to the nearest 20 Point Value for the local measure score (out of 20 or 15)

16 rounds to 16.2 on the 20 Point Conversion

Step 4: Convert the value to a 1-4 scale to determine the HEDI rating category

16.2 converts to 3.3 and an "Effective" rating

Mynderse Academy Principal Metric Example

Step 1: $\frac{\text{NYS Regents Passing Performance in US Hist., Biology and English 11}}{3}$

$$\frac{83\% + 88\% + 95\%}{3} = 88.7$$

NYS Regents Exams
(Per 2010-2011 NYS Report Card)
(% Passing)

| Regents | % Passing |
|----------------|---------------|
| US History | 83% |
| Comp. English | 88% |
| Biology | 95% |
| Average | 88.7 % |

Step 2: Divide average by 5 to convert to a scale out of 20

88.7 Divided by 5 = 17.7

Step 3: Round the score to the nearest 20 Point Value for the local measure score (out of 20 or 15)

17.7 rounds to 18 on the 20 Point Conversion

Step 4: Convert the value to a 1-4 scale to determine the HEDI rating category

18 converts to 3.5 and a "Highly Effective" rating

**20% or 15% Local Measure
Example Conversion Charts for
Assessments Scored on 0-100 Scale**

| Example 0-100 Point Scale Conversion Chart* | |
|--|-------------------------------|
| Based on a 100 Point Scale | Converted to 1-4 Rating |
| Ineffective | |
| 0-14 | 1 |
| 15-27 | 1.1 |
| 28-40 | 1.2 |
| 41-53 | 1.3 |
| 54 | 1.4 |
| Developing | |
| 55 | 1.5 |
| 56 | 1.6 |
| 57 | 1.7 |
| 58 | 1.8 |
| 59 | 1.9 |
| 60 | 2 |
| 61 | 2.1 |
| 62 | 2.2 |
| 63 | 2.3 |
| 64 | 2.4 |
| Effective | |
| 65-66 | 2.5 |
| 67-68 | 2.6 |
| 69-70 | 2.7 |
| 71-72 | 2.8 |
| 73-74 | 2.9 |
| 75-76 | 3 |
| 77-78 | 3.1 |
| 79-81 | 3.2 |
| 82-83 | 3.3 |
| 84 | 3.4 |
| Highly Effective | |
| 85-87 | 3.5 |
| 88-90 | 3.6 |
| 91-93 | 3.7 |
| 94-96 | 3.8 |
| 97-99 | 3.9 |
| 100 | 4 |

***Can be used with any assessment
scored on a 100 point scale**

**20% Local Measure
Example Conversion Charts 1-4
Rubric to Sub-Component Score**

| Example 1-4 Rubric Conversion Scale | |
|--|------------------------|
| Based on a 1-4 Rubric Rating | 20 Point Conversion |
| Ineffective | |
| 1 | 0 |
| 1.1 | 1 |
| 1.2 | 1.5 |
| 1.3 | 2.0 |
| 1.4 | 2.5 |
| Developing | |
| 1.5 | 3 |
| 1.6 | 3.6 |
| 1.7 | 4.2 |
| 1.8 | 4.8 |
| 1.9 | 5.4 |
| 2 | 6 |
| 2.1 | 6.6 |
| 2.2 | 7.2 |
| 2.3 | 7.8 |
| 2.4 | 8.4 |
| Effective | |
| 2.5 | 9 |
| 2.6 | 9.9 |
| 2.7 | 10.8 |
| 2.8 | 11.7 |
| 2.9 | 12.6 |
| 3 | 13.5 |
| 3.1 | 14.4 |
| 3.2 | 15.3 |
| 3.3 | 16.2 |
| 3.4 | 17.1 |
| Highly Effective | |
| 3.5 | 18 |
| 3.6 | 18.4 |
| 3.7 | 18.8 |
| 3.8 | 19.2 |
| 3.9 | 19.6 |
| 4 | 20 |

**15% Local Measure
Example Conversion Charts 1-4
Rubric to Sub-Component Score**

| Example 1-4 Rubric Conversion Scale | |
|--|------------------------|
| Based on a 1-4 Rubric Rating | 15 Point Conversion |
| Ineffective | |
| 1 | 0 |
| 1.2 | 1 |
| 1.4 | 2 |
| Developing | |
| 1.5 | 3 |
| 1.7 | 4 |
| 2.0 | 5 |
| 2.2 | 6 |
| 2.4 | 7 |
| Effective | |
| 2.5 | 8 |
| 2.7 | 9 |
| 2.9 | 10 |
| 3.0 | 11 |
| 3.2 | 12 |
| 3.4 | 13 |
| Highly Effective | |
| 3.5 | 14 |
| 4 | 15 |

School Building / Individual Metric Examples:

Frank Knight Principal Metric Example

Step 1:

NYS ELA 3–5 Assessment Levels 3&4 % + NYS Math 3–5 Assessment Levels 3&4 % + NYS Sci 4 Assessment Levels 3&4 %

3

NYS Assessments (Per 2010-2011 NYS Report Card)
(% Achieving Level 3 & 4)

| English Language Arts | | Mathematics | | Science | |
|-----------------------|-----|-------------|-----|---------|-----|
| Grade 3 | 70% | Grade 3 | 76% | Grade 4 | 98% |
| Grade 4 | 68% | Grade 4 | 70% | | |
| Grade 5 | 59% | Grade 5 | 72% | | |
| AVG | 66% | AVG | 73% | AVG | 98% |

$$\frac{66\% + 73\% + 98\%}{3} = 79$$

Step 2: Divide average by 5 to convert to a scale out of 20

$$79 \text{ Divided by } 5 = 15.8$$

Step 3: Round the score to the nearest 20 Point Value for the local measure score (out of 20 or 15)

15.8 rounds to 16.2 on the 20 Point Conversion

Step 4: Convert the value to a 1-4 scale to determine the HEDI rating category

16.2 converts to 3.3 and an "Effective" rating

Elizabeth Cady Stanton Principal Metric Example

Step 1:

NYS ELA 3–8 Assessment Levels 3&4 % + NYS Math 3–8 Assessment Levels 3&4 % + NYS Sci 4,8 Assessment Levels 3&4 %

3

NYS Assessments (Per 2010-2011 NYS Report Card)
(% Achieving Level 3 & 4)

| English Language Arts | | Mathematics | | Science | |
|-----------------------|-----|-------------|-----|---------|-----|
| Grade 3 | 70% | Grade 3 | 76% | Grade 4 | 98% |
| Grade 4 | 68% | Grade 4 | 70% | Grade 8 | 89% |
| Grade 5 | 59% | Grade 5 | 72% | | |
| Grade 6 | 69% | Grade 6 | 67% | | |
| Grade 7 | 64% | Grade 7 | 78% | | |
| Grade 8 | 70% | Grade 8 | 65% | | |
| AVG | 67% | AVG | 71% | AVG | 94% |

$$\frac{67\% + 71\% + 94\%}{3} = 77.3$$

Step 2: Divide average by 5 to convert to a scale out of 20

$$77.3 \text{ Divided by } 5 = 15.5$$

Step 3: Round the score to the nearest 20 Point Value for the local measure score (out of 20 or 15)

15.5 rounds to 15.3 on the 20 Point Conversion

Step 4: Convert the value to a 1-4 scale to determine the HEDI rating category

15.3 converts to 3.2 and an "Effective" rating

Middle School Principal Metric Example

Step 1:

Average of Grades 6–8 NYS Assessments Levels 3&4(ELA,Math,Science 8) + NYS Regents Exams Avg % Passing

2

NYS Assessments (Per 2010-2011 NYS Report Card)
(% Achieving Level 3 & 4)

| English Language Arts | | Mathematics | | Science | |
|-----------------------|-----|-------------|-----|---------|-----|
| Grade 6 | 69% | Grade 6 | 67% | Grade 8 | 89% |
| Grade 7 | 64% | Grade 7 | 78% | | |
| Grade 8 | 70% | Grade 8 | 65% | | |
| AVG 76% | | | | | |

NYS Regents Exams
(Per 2010-2011 NYS Report Card)
(% Passing)

| Regents | % Passing |
|----------------|--------------|
| Comp. English | 88% |
| Int. Algebra | 86% |
| Geometry | 85% |
| Alg 2/Trig | 82% |
| Global | 79% |
| US History | 83% |
| Biology | 95% |
| Earth Sci | 72% |
| Chemistry | 78% |
| Physics | 82% |
| French | 80% |
| Spanish | 100% |
| Average | 84.2% |

$$\frac{76\% + 84\%}{2} = 80\%$$

Step 2: Divide average by 5 to convert to a scale out of 20

80 Divided by 5 = 16

Step 3: Round the score to the nearest 20 Point Value for the local measure score (out of 20 or 15)

16 rounds to 16.2 on the 20 Point Conversion

Step 4: Convert the value to a 1-4 scale to determine the HEDI rating category

16.2 converts to 3.3 and an "Effective" rating

Mynderse Academy Principal Metric Example

Step 1: NYS Regents Passing Performance in US Hist.,Biology and English 11
3

$$\frac{83\% + 88\% + 95\%}{3} = 88.7$$

NYS Regents Exams
(Per 2010-2011 NYS Report Card)
(% Passing)

| Regents | % Passing |
|----------------|---------------|
| US History | 83% |
| Comp. English | 88% |
| Biology | 95% |
| Average | 88.7 % |

Step 2: Divide average by 5 to convert to a scale out of 20

88.7 Divided by 5 = 17.7

Step 3: Round the score to the nearest 20 Point Value for the local measure score (out of 20 or 15)

17.7 rounds to 18 on the 20 Point Conversion

Step 4: Convert the value to a 1-4 scale to determine the HEDI rating category

18 converts to 3.5 and a "Highly Effective" rating

**20% or 15% Local Measure
Example Conversion Charts for
Assessments Scored on 0-100 Scale**

| Example 0-100 Point Scale Conversion Chart* | |
|--|-------------------------------|
| Based on a 100 Point Scale | Converted to 1-4 Rating |
| Ineffective | |
| 0-14 | 1 |
| 15-27 | 1.1 |
| 28-40 | 1.2 |
| 41-53 | 1.3 |
| 54 | 1.4 |
| Developing | |
| 55 | 1.5 |
| 56 | 1.6 |
| 57 | 1.7 |
| 58 | 1.8 |
| 59 | 1.9 |
| 60 | 2 |
| 61 | 2.1 |
| 62 | 2.2 |
| 63 | 2.3 |
| 64 | 2.4 |
| Effective | |
| 65-66 | 2.5 |
| 67-68 | 2.6 |
| 69-70 | 2.7 |
| 71-72 | 2.8 |
| 73-74 | 2.9 |
| 75-76 | 3 |
| 77-78 | 3.1 |
| 79-81 | 3.2 |
| 82-83 | 3.3 |
| 84 | 3.4 |
| Highly Effective | |
| 85-87 | 3.5 |
| 88-90 | 3.6 |
| 91-93 | 3.7 |
| 94-96 | 3.8 |
| 97-99 | 3.9 |
| 100 | 4 |

***Can be used with any assessment
scored on a 100 point scale**

**20% Local Measure
Example Conversion Charts 1-4
Rubric to Sub-Component Score**

| Example 1-4 Rubric Conversion Scale | |
|--|------------------------|
| Based on a 1-4 Rubric Rating | 20 Point Conversion |
| Ineffective | |
| 1 | 0 |
| 1.1 | 1 |
| 1.2 | 1.5 |
| 1.3 | 2.0 |
| 1.4 | 2.5 |
| Developing | |
| 1.5 | 3 |
| 1.6 | 3.6 |
| 1.7 | 4.2 |
| 1.8 | 4.8 |
| 1.9 | 5.4 |
| 2 | 6 |
| 2.1 | 6.6 |
| 2.2 | 7.2 |
| 2.3 | 7.8 |
| 2.4 | 8.4 |
| Effective | |
| 2.5 | 9 |
| 2.6 | 9.9 |
| 2.7 | 10.8 |
| 2.8 | 11.7 |
| 2.9 | 12.6 |
| 3 | 13.5 |
| 3.1 | 14.4 |
| 3.2 | 15.3 |
| 3.3 | 16.2 |
| 3.4 | 17.1 |
| Highly Effective | |
| 3.5 | 18 |
| 3.6 | 18.4 |
| 3.7 | 18.8 |
| 3.8 | 19.2 |
| 3.9 | 19.6 |
| 4 | 20 |

**15% Local Measure
Example Conversion Charts 1-4
Rubric to Sub-Component Score**

| Example 1-4 Rubric Conversion Scale | |
|--|------------------------|
| Based on a 1-4 Rubric Rating | 15 Point Conversion |
| Ineffective | |
| 1 | 0 |
| 1.2 | 1 |
| 1.4 | 2 |
| Developing | |
| 1.5 | 3 |
| 1.7 | 4 |
| 2.0 | 5 |
| 2.2 | 6 |
| 2.4 | 7 |
| Effective | |
| 2.5 | 8 |
| 2.7 | 9 |
| 2.9 | 10 |
| 3.0 | 11 |
| 3.2 | 12 |
| 3.4 | 13 |
| Highly Effective | |
| 3.5 | 14 |
| 4 | 15 |

60 percent Other Measures - Example Conversion Charts for Rubric Scored on 0-24 Scale

| Example 0-24 Point Scale Conversion Chart* | |
|---|-------------------------|
| Based on a 24 Point Scale | Converted to 1-4 Rating |
| Ineffective | |
| 0-3 | 1 |
| 4-6 | 1.1 |
| 7-9 | 1.2 |
| 10-12 | 1.3 |
| 13 | 1.4 |
| Developing | |
| 13.2 | 1.5 |
| 13.4 | 1.6 |
| 13.6 | 1.7 |
| 13.9 | 1.8 |
| 14.1 | 1.9 |
| 14.4 | 2 |
| 14.6 | 2.1 |
| 14.9 | 2.2 |
| 15.1 | 2.3 |
| 15.4 | 2.4 |
| Effective | |
| 15.6 – 16.0 | 2.5 |
| 16.1 – 16.5 | 2.6 |
| 16.6 - 16.9 | 2.7 |
| 17.0 – 17.4 | 2.8 |
| 17.5 – 17.9 | 2.9 |
| 18.0 – 18.4 | 3 |
| 18.5 - 18.9 | 3.1 |
| 19.0 - 19.4 | 3.2 |
| 19.7 - 19.9 | 3.3 |
| 20.0 - 20.2 | 3.4 |
| Highly Effective | |
| 20.3 – 21.0 | 3.5 |
| 21.1 – 21.7 | 3.6 |
| 21.8 – 22.5 | 3.7 |
| 22.6 – 23.2 | 3.8 |
| 23.3 – 23.9 | 3.9 |
| 24.0 | 4 |

60 percent Other Measures - Example Conversion Charts for HEDI Rating and 0-60 Point s

| Total Average Rubric Score | Conversion score for composite | <i>Continued from Column 2</i> | |
|-----------------------------------|---------------------------------------|--------------------------------|---------------------|
| Ineffective | | | |
| 1.000 | 0 | 1.350 | 43 |
| 1.008 | 1 | 1.358 | 44 |
| 1.017 | 2 | 1.367 | 45 |
| 1.025 | 3 | 1.375 | 46 |
| 1.033 | 4 | 1.383 | 47 |
| 1.042 | 5 | 1.392 | 48 |
| 1.050 | 6 | 1.400 | 49 |
| 1.058 | 7 | Developing | |
| 1.067 | 8 | 1.5 | 50 |
| 1.075 | 9 | 1.6 | 50.7 |
| 1.083 | 10 | 1.7 | 51.4 |
| 1.092 | 11 | 1.8 | 52.1 |
| 1.100 | 12 | 1.9 | 52.8 |
| 1.108 | 13 | 2 | 53.5 |
| 1.115 | 14 | 2.1 | 54.2 |
| 1.123 | 15 | 2.2 | 54.9 |
| 1.131 | 16 | 2.3 | 55.6 |
| 1.138 | 17 | 2.4 | 56.3 |
| 1.146 | 18 | Effective | |
| 1.154 | 19 | 2.5 | 57 |
| 1.162 | 20 | 2.6 | 57.2 |
| 1.169 | 21 | 2.7 | 57.4 |
| 1.177 | 22 | 2.8 | 57.6 |
| 1.185 | 23 | 2.9 | 57.8 |
| 1.192 | 24 | 3 | 58 |
| 1.200 | 25 | 3.1 | 58.2 |
| 1.208 | 26 | 3.2 | 58.4 |
| 1.217 | 27 | 3.3 | 58.6 |
| 1.225 | 28 | 3.4 | 58.8 |
| 1.233 | 29 | Highly Effective | |
| 1.242 | 30 | 3.5 | 59 |
| 1.250 | 31 | 3.6 | 59.3 |
| 1.258 | 32 | 3.7 | 59.5 |
| 1.267 | 33 | 3.8 | 59.8 |
| 1.275 | 34 | 3.9 | 60 |
| 1.283 | 35 | 4 | 60.25 (round to 60) |
| 1.292 | 36 | | |
| 1.300 | 37 | | |
| 1.308 | 38 | | |
| 1.317 | 39 | | |
| 1.325 | 40 | | |
| 1.333 | 41 | | |
| 1.342 | 42 | | |

PRINCIPAL IMPROVEMENT PLANS (TIP)

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.

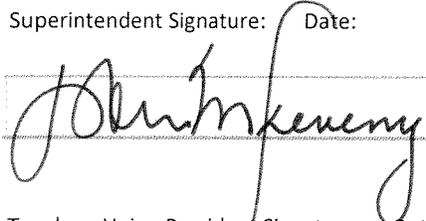
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

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

Signatures, dates

Superintendent Signature: Date:

 9-27-12

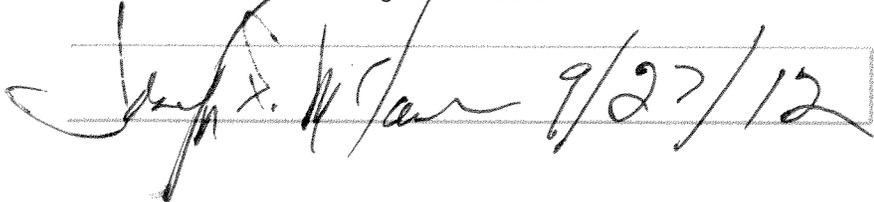
Teachers Union President Signature: Date:

 9/27/12

Administrative Union President Signature: Date:

 9/27/12

Board of Education President Signature: Date:

 9/27/12