



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
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

January 3, 2013

Dr. L. Oliver Robinson, Superintendent
Shenendehowa Central School District
5 Chelsea Place
Clifton Park, NY 12065

Dear Superintendent Robinson:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Charles Dedrick

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Friday, December 28, 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 :

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

52 03 02 06 0000

1.2) School District Name:

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

SHENENDEHOWA 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 Thursday, January 03, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	I-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	I-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	I-Ready Diagnostic Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The development of Student Learning Objectives (SLOs) will be overseen by building principals, working in
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

conjunction with teachers, subject-specific Academic Administrators and the Assistant Superintendent for Curriculum, Instruction, and Assessment.

In all cases, SLOs will be aligned with the Common Core, State or National Standards, as well as any District priorities. Teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO.

Where the i-Ready Diagnostic Assessment is used by the District, the District will establish targets for SLOs using expected annual student growth data, supplied by the assessment vendor.

In grade 3, the District will use pre-test data to establish individual student targets to measure growth using the 3rd Grade State Assessment.

The percent of students demonstrating expected annual growth, will be applied to the HEDI Scale - Growth

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Results are well-above District expectations for growth of student learning for grade/subject. 91% - 100% of the students achieve or exceed the target. (See attached: HEDI Scale - Growth)

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Results meet District expectations for growth of student learning for grade/subject. 64% - 90% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Results are below District expectations for growth of student learning for grade/subject. 22% - 63% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Results are well-below District expectations for growth of student learning for grade/subject. 0% - 21% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

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	State-approved 3rd party assessment	I-Ready Diagnostic Assessment
1	State-approved 3rd party assessment	I-Ready Diagnostic Assessment
2	State-approved 3rd party assessment	I-Ready Diagnostic Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The development of Student Learning Objectives (SLOs) will be overseen by building principals, working in conjunction with teachers, subject-specific Academic Administrators and the Assistant Superintendent for Curriculum, Instruction, and Assessment.</p> <p>In all cases, SLOs will be aligned with the Common Core, State or National Standards, as well as any District priorities. Teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO.</p> <p>Where the i-Ready Diagnostic Assessment is used by the District, the District will establish targets for SLOs using expected annual student growth data, supplied by the assessment vendor.</p> <p>In grade 3, the District will use pre-test data to establish individual student targets to measure growth using the 3rd Grade State Assessment.</p> <p>The percent of students demonstrating expected annual growth, will be applied to the HEDI Scale - Growth</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Results are well-above District expectations for growth of student learning for grade/subject. 91% - 100% of the students achieve or exceed the target. (See attached: HEDI Scale - Growth)</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Results meet District expectations for growth of student learning for grade/subject. 64% - 90% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Results are below District expectations for growth of student learning for grade/subject. 22% - 63% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Results are well-below District expectations for growth of student learning for grade/subject. 0% - 21% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)</p>

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	Shenendehowa Central Schools-developed 6th Grade Science Summative Assessment

7	District, regional or BOCES-developed assessment	Shenendehowa Central Schools-developed 7th Grade Science Summative Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The development of Student Learning Objectives (SLOs) will be overseen by building principals, working in conjunction with teachers, subject-specific Academic Administrators and the Assistant Superintendent for Curriculum, Instruction, and Assessment.

In all cases, SLOs will be aligned with the Common Core, State or National Standards, as well as any District priorities. Teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The District will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred model, where each student's individual pre-test score is used to determine the amount of growth required.

In grade 8, the District will use pre-test data to establish individual student targets to measure growth using the 8th Grade State Assessment. The pre-test score will be measured against the scaled score (0-100) supplied by NYSED.

Examples of halfway to 100 model:

A student who earns a 50 on the pre-test will need to earn a 75 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

A student who earns a 20 on the pre-test will need to earn a 60 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing halfway to 100 or more) will be applied the Growth – HEDI Scale.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Results are well-above District expectations for growth of student learning for grade/subject. 91% - 100% of the students achieve or exceed the target. (See attached:

HEDI Scale - Growth)

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

Results meet District expectations for growth of student learning for grade/subject. 64% - 90% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Results are below District expectations for growth of student learning for grade/subject. 22% - 63% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Results are well-below District expectations for growth of student learning for grade/subject. 0% - 21% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

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	Shenendehowa Central Schools-developed 6th Grade Social Studies Summative Assessment
7	District, regional or BOCES-developed assessment	Shenendehowa Central Schools-developed 7th Grade Social Studies Summative Assessment
8	District, regional or BOCES-developed assessment	Shenendehowa Central Schools-developed 8th Grade Social Studies Summative Assessment

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

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

The development of Student Learning Objectives (SLOs) will be overseen by building principals, working in conjunction with teachers, subject-specific Academic Administrators and the Assistant Superintendent for Curriculum, Instruction, and Assessment.

In all cases, SLOs will be aligned with the Common Core, State or National Standards, as well as any District priorities. Teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The District will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred model, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of halfway to 100 model:

A student who earns a 50 on the pre-test will need to earn a 75 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

A student who earns a 20 on the pre-test will need to earn a 60 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing halfway to 100 or more) will be applied the Growth – HEDI Scale.

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

Results are well-above District expectations for growth of student learning for grade/subject. 91% - 100% of the students achieve or exceed the target. (See attached: HEDI Scale - Growth)

Effective (9 - 17 points) Results meet District goals for similar students.

Results meet District expectations for growth of student learning for grade/subject. 64% - 90% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

Developing (3 - 8 points) Results are below District goals for similar students.

Results are below District expectations for growth of student learning for grade/subject. 22% - 63% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

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

Results are well-below District expectations for growth of student learning for grade/subject. 0% - 21% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

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	Shenendehowa Central Schools-developed Global 1 Summative Assessment

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

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

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

The development of Student Learning Objectives (SLOs) will be overseen by building principals, working in conjunction with teachers, subject-specific Academic Administrators and the Assistant Superintendent for Curriculum, Instruction, and Assessment.

In all cases, SLOs will be aligned with the Common Core, State or National Standards, as well as any District priorities. Teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The District will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred model, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of halfway to 100 model:

A student who earns a 50 on the pre-test will need to earn a 75 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

A student who earns a 20 on the pre-test will need to earn a 60 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing halfway to 100 or more) will be applied the Growth – HEDI Scale.

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

Results are well-above District expectations for growth of student learning for grade/subject. 91% - 100% of the students achieve or exceed the target. (See attached: HEDI Scale - Growth)

Effective (9 - 17 points) Results meet District goals for similar students.

Results meet District expectations for growth of student learning for grade/subject. 64% - 90% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

Developing (3 - 8 points) Results are below District goals for similar students.

Results are below District expectations for growth of student learning for grade/subject. 22% - 63% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

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

Results are well-below District expectations for growth of student learning for grade/subject. 0% - 21% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

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

The development of Student Learning Objectives (SLOs) will be overseen by building principals, working in conjunction with teachers, subject-specific Academic Administrators and the Assistant Superintendent for Curriculum, Instruction, and Assessment.

In all cases, SLOs will be aligned with the Common Core, State or National Standards, as well as any District priorities. Teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The District will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred model, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of halfway to 100 model:

A student who earns a 50 on the pre-test will need to earn a 75 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

A student who earns a 20 on the pre-test will need to earn a 60 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing halfway to 100 or more) will be applied the Growth – HEDI Scale.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well-above District expectations for growth of student learning for grade/subject. 91% - 100% of the students achieve or exceed the target. (See attached: HEDI Scale - Growth)
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet District expectations for growth of student learning for grade/subject. 64% - 90% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below District expectations for growth of student learning for grade/subject. 22% - 63% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well-below District expectations for growth of student learning for grade/subject. 0% - 21% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

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.	<p>The development of Student Learning Objectives (SLOs) will be overseen by building principals, working in conjunction with teachers, subject-specific Academic Administrators and the Assistant Superintendent for Curriculum, Instruction, and Assessment.</p> <p>In all cases, SLOs will be aligned with the Common Core, State or National Standards, as well as any District priorities. Teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.</p> <p>The District will use pre-assessment data to establish</p>
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targets for SLOs. Targets will be based on the halfway to one-hundred model, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of halfway to 100 model:

A student who earns a 50 on the pre-test will need to earn a 75 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

A student who earns a 20 on the pre-test will need to earn a 60 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing halfway to 100 or more) will be applied the Growth – HEDI Scale.

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

Results are well-above District expectations for growth of student learning for grade/subject. 91% - 100% of the students achieve or exceed the target. (See attached: HEDI Scale - Growth)

Effective (9 - 17 points) Results meet District goals for similar students.

Results meet District expectations for growth of student learning for grade/subject. 64% - 90% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

Developing (3 - 8 points) Results are below District goals for similar students.

Results are below District expectations for growth of student learning for grade/subject. 22% - 63% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

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

Results are well-below District expectations for growth of student learning for grade/subject. 0% - 21% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

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	Shenendehowa Central Schools-developed Grade 9 English Summative Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Shenendehowa Central Schools-developed Grade 10 English Summative Assessment
Grade 11 ELA	Regents assessment	Comprehensive 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.

The development of Student Learning Objectives (SLOs) will be overseen by building principals, working in conjunction with teachers, subject-specific Academic Administrators and the Assistant Superintendent for Curriculum, Instruction, and Assessment.

In all cases, SLOs will be aligned with the Common Core, State or National Standards, as well as any District priorities. Teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The District will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred model, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of halfway to 100 model:

A student who earns a 50 on the pre-test will need to earn a 75 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

A student who earns a 20 on the pre-test will need to earn a 60 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing halfway to 100 or more) will be applied the Growth – HEDI Scale.

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

Results are well-above District expectations for growth of student learning for grade/subject. 91% - 100% of the students achieve or exceed the target. (See attached: HEDI Scale - Growth)

Effective (9 - 17 points) Results meet District goals for similar students.

Results meet District expectations for growth of student learning for grade/subject. 64% - 90% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

Developing (3 - 8 points) Results are below District goals for similar students.

Results are below District expectations for growth of student learning for grade/subject. 22% - 63% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

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

Results are well-below District expectations for growth of student learning for grade/subject. 0% - 21% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education K-12	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
Music K-12	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
Art K-12	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
Technology 6-12	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
FACS 6-12	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
LOTE 7-12	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
Business 9-12	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
Health MS/HS	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
Other Mathematics	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
Other Science	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
Other English Language Arts	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
Other Social Studies	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level
English as a Second Language	State Assessment	New York State English as a Second Language Achievement Test (NYSESLAT)
All other courses not named above	District, Regional or BOCES-developed	Shenendehowa Central Schools-developed assessment for each specific course and grade level

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.	<p>The development of Student Learning Objectives (SLOs) will be overseen by building principals, working in conjunction with teachers, subject-specific Academic Administrators and the Assistant Superintendent for Curriculum, Instruction, and Assessment.</p> <p>In all cases, SLOs will be aligned with the Common Core,</p>
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State or National Standards, as well as any District priorities. Teacher scores will be based upon the degree to which their goals were attained. The pre-assessment will be administered at the beginning of the time interval defined in the SLO. The SLO will assess the most important learning for the semester/year. The post-assessment will be administered at the end of the course.

The District will use pre-assessment data to establish targets for SLOs. Targets will be based on the halfway to one-hundred model, where each student's individual pre-test score is used to determine the amount of growth required.

Examples of halfway to 100 model:

A student who earns a 50 on the pre-test will need to earn a 75 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

A student who earns a 20 on the pre-test will need to earn a 60 (or higher) on the summative post-test in order to demonstrate an acceptable amount of growth.

Students will have individualized targets, based on the halfway to 100 model. The percent of students who demonstrate acceptable growth (by growing halfway to 100 or more) will be applied the Growth – HEDI Scale.

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

Results are well-above District expectations for growth of student learning for grade/subject. 91% - 100% of the students achieve or exceed the target. (See attached: HEDI Scale - Growth)

Effective (9 - 17 points) Results meet District goals for similar students.

Results meet District expectations for growth of student learning for grade/subject. 64% - 90% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

Developing (3 - 8 points) Results are below District goals for similar students.

Results are below District expectations for growth of student learning for grade/subject. 22% - 63% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

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

Results are well-below District expectations for growth of student learning for grade/subject. 0% - 21% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: HEDI Scale - Growth)

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/5364/125740-TXEttx9bQW/HEDI Scale - Growth 2012-13_1.docx

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.

Checked

3. Local Measures (Teachers)

Created Thursday, May 17, 2012

Updated Wednesday, January 02, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 4 Summative ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 5 Summative ELA Assessment

6	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 6 Summative ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 7 Summative ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 8 Summative ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Students will meet or exceed achievement measures as outlined in the attached: Achievement Scale 15 Points. The percent of students demonstrating proficiency on the locally-selected measures of student achievement will be assigned points commensurate with the Achievement Scale 15 Points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for grade/subject. 81% - 100% of the students achieve or exceed proficiency. (See attached: Achievement Scale 15 Points)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for grade/subject. 51% - 80% of the students achieve or exceed proficiency. (See attached: Achievement Scale 15 Points)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for grade/subject. 32% - 50% of the students achieve or exceed proficiency. (See attached: Achievement Scale 15 Points)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for grade/subject. 0% - 31% of the students achieve or exceed proficiency. (See attached: Achievement Scale 15 Points)

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 4 Summative Math Assessment
5	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 5 Summative Math Assessment

6	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 6 Summative Math Assessment
7	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 7 Summative Math Assessment
8	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 8 Summative Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Students will meet or exceed achievement measures as outlined in the attached: Achievement Scale 15 Points. The percent of students demonstrating proficiency on the locally-selected measures of student achievement will be assigned points commensurate with the Achievement Scale 15 Points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for grade/subject. 81% - 100% of the students achieve or exceed proficiency. (See attached: Achievement Scale 15 Points)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for grade/subject. 51% - 80% of the students achieve or exceed proficiency. (See attached: Achievement Scale 15 Points)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for grade/subject. 32% - 50% of the students achieve or exceed proficiency. (See attached: Achievement Scale 15 Points)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for grade/subject. 0% - 31% of the students achieve or exceed proficiency. (See attached: Achievement Scale 15 Points)

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/130683-rhJdBgDruP/Achievement Scale 15 Points - APPR Portal_4.docx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade K Summative ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 1 Summative ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 2 Summative ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 3 Summative ELA Assessment

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.	Students will meet or exceed achievement measures as outlined in the attached: Achievement Scale 20 Points. The percent of students demonstrating proficiency on the locally-selected measures of student achievement will be assigned points commensurate with the Achievement Scale 20 Points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for grade/subject. 90% - 100% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for grade/subject. 51% - 89% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for grade/subject. 36% - 50% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for grade/subject. 0% - 35% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade K Summative Math Assessment
1	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 1 Summative Math Assessment
2	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 2 Summative Math Assessment
3	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 3 Summative Math Assessment

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.	Students will meet or exceed achievement measures as outlined in the attached: Achievement Scale 20 Points. The percent of students demonstrating proficiency on the locally-selected measures of student achievement will be assigned points commensurate with the Achievement Scale 20 Points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for grade/subject. 90% - 100% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for grade/subject. 51% - 89% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for grade/subject. 36% - 50% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for grade/subject. 0% - 35% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)

3.6) Grades 6-8 Science

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

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

6	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 6 Summative Science Assessment
7	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 7 Summative Science Assessment
8	3) Teacher specific achievement or growth score computed locally	New York State Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students will meet or exceed achievement measures as outlined in the attached: Achievement Scale 20 Points. The percent of students demonstrating proficiency on the locally-selected measures of student achievement will be assigned points commensurate with the Achievement Scale 20 Points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for grade/subject. 90% - 100% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for grade/subject. 51% - 89% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for grade/subject. 36% - 50% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for grade/subject. 0% - 35% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 6 Summative Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 7 Summative Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 8 Summative Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students will meet or exceed achievement measures as outlined in the attached: Achievement Scale 20 Points. The percent of students demonstrating proficiency on the locally-selected measures of student achievement will be assigned points commensurate with the Achievement Scale 20 Points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for grade/subject. 90% - 100% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for grade/subject. 51% - 89% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for grade/subject. 36% - 50% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for grade/subject. 0% - 35% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 9 Summative Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global History Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	American History Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students will meet or exceed achievement measures as outlined in the attached: Achievement Scale 20 Points. The percent of students demonstrating proficiency on the locally-selected measures of student achievement will be assigned points commensurate with the Achievement Scale 20 Points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for grade/subject. 90% - 100% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for grade/subject. 51% - 89% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for grade/subject. 36% - 50% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for grade/subject. 0% - 35% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents Exam
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents Exam
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents Exam
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students will meet or exceed achievement measures as outlined in the attached: Achievement Scale 20 Points. The percent of students demonstrating proficiency on the locally-selected measures of student achievement will be assigned points commensurate with the Achievement Scale 20 Points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for grade/subject. 90% - 100% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for grade/subject. 51% - 89% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for grade/subject. 36% - 50% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for grade/subject. 0% - 35% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Algebra 1 Regents Exam
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents Exam

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

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

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students will meet or exceed achievement measures as outlined in the attached: Achievement Scale 20 Points. The percent of students demonstrating proficiency on the locally-selected measures of student achievement will be assigned points commensurate with the Achievement Scale 20 Points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for grade/subject. 90% - 100% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for grade/subject. 51% - 89% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for grade/subject. 36% - 50% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for grade/subject. 0% - 35% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 9 Summative English Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Shenendehowa Central Schools-developed Grade 10 Summative English Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Comprehensive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students will meet or exceed achievement measures as outlined in the attached: Achievement Scale 20 Points. The percent of students demonstrating proficiency on the locally-selected measures of student achievement will be assigned points commensurate with the Achievement Scale 20 Points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Results are well-above District expectations for student achievement for grade/subject. 90% - 100% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District expectations for student achievement for grade/subject. 51% - 89% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District expectations for student achievement for grade/subject. 36% - 50% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District expectations for student achievement for grade/subject. 0% - 35% of the students achieve or exceed proficiency. (See attached: Achievement Scale 20 Points)

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/130683-y92vNseFa4/Achievement Scale 20 Points - APPR Portal_2.docx

3.14) Locally Developed Controls

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

N/A

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.

Teachers with more than one locally-selected measure will have their scores averaged together, when the number of students in each course is the same. (Example - Grade 1 teacher with 25 students on her roster for math and ELA earns 18 points in ELA and 14 points

in math, the two scores would be averaged together, with the teacher earning 16 points.)

Where a teacher has multiple SLOs, with varying numbers of students in each course, the course sections would be weighted according to the numbers of students included in the SLOs.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, June 11, 2012

Updated Thursday, January 03, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (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	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Annually teachers will have one Announced Observation, one Unannounced Observation, and one Summative Conference, with the exception of teachers in the first year of their probationary appointment who will have two Announced Observations, one Unannounced Observation, and one Summative Conference.

The Announced Observation(s) will assess teacher performance on Domains 1 - 3.

The Unannounced Observation will assess teacher performance in Domains 2+3.

The Summative Conference will assess teacher performance in Domain 4.

Points Distribution (60 points):

For each component on the rubric: a Highly Effective rating = 4 points; an Effective rating = 3 points; a Developing rating = 2 points; an Ineffective rating = 1 point.

The total number of scores for each component, assigned throughout the observation process [announced observation(s), unannounced observation, and summative conference], will be averaged together, resulting in a mean score for each component on the rubric.

The mean score from each component will be averaged, resulting in a final domain score.

The mean score from each of the four domains will be averaged, resulting in a final average score.

The final average score is then converted into a score (0-60) according to the 60 Point Scoring Chart (attached).

The final average score will determine the overall rating of effectiveness.

A final average score of 3.6-4.0 would result in an overall rating of Highly Effective. A final average score of 2.5-3.5 would result in an overall rating of Effective. A final average score of 1.5-2.4 would result in an overall rating of Developing. A final average score of 1.0-1.4 would result in an overall rating of Ineffective.

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

[assets/survey-uploads/5091/141237-eka9yMJ855/60 POINT SCORING CHART \(Teachers\).docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers who receive a Final Average Score ranging from 3.6 - 4.0 will receive 59-60 points and will be deemed Highly Effective, indicating that their overall performance exceeds the NYS Teaching Standards. (see attachment for Points Distribution Chart)
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who receive Final Average Score ranging from 2.5 - 3.5 will receive 57-58 points and will be deemed Effective, indicating that their overall performance meets the NYS Teaching Standards. (see attachment for Points Distribution Chart)
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who receive a Final Average Score ranging from 1.5 - 2.4 will receive 50-56 points and will be deemed Developing, indicating that their overall performance does not yet meet the NYS Teaching Standards. (see attachment for Points Distribution Chart)
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who receive a Final Average Score ranging from 1.0 - 1.4 will receive 0-49 points and will be deemed Ineffective, indicating that their overall performance does not meet the NYS Teaching Standards. (see attachment for Points Distribution Chart)

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 (2 formal observations for teachers in their second and third years of their probationary appointment, 3 formal observations for teachers in the first year of their probationary appointment)
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?

-
- Both
-

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

-
- Both
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- Both
-

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

-
- Both
-

5. Composite Scoring (Teachers)

Created Monday, June 11, 2012

Updated Wednesday, January 02, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, December 03, 2012
Updated Wednesday, January 02, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/262001-Df0w3Xx5v6/Teacher Improvement Plan - APPR Portal.docx](#)

6.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

Teacher Request for Supporting Documents:

Within three (3) school days of receipt of the Composite Score, a professional staff member may request, in writing, that the administrator issuing the APPR provide the professional staff member with a copy of any and all documents and written materials upon which the APPR was based. The request shall be sent to the Assistant Superintendent of Human Resources. The authoring

administrator shall provide all such documents to the professional staff member and the Assistant Superintendent of Human Resources within three (3) school days of the request. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

Filing of Appeal:

A professional staff member may file a written appeal of the APPR within five (5) school days of the receipt of the requested supporting documents. Any appeal shall be filed with the Superintendent of Schools. The Superintendent shall then forward the appeal to the Office of Human Resources for routing to the Professional Performance Review Committee (PPRC).

Professional Staff Member's Obligation:

The appeal must include a detailed written description of the specific areas of disagreement over his or her performance review or Teacher Improvement Plan. The professional staff member shall explain, in detail, why s/he believes the APPR should be modified.

Evaluator's Obligation:

Within five (5) school days of receipt of an appeal, the administrator who issued the APPR or Teacher Improvement Plan must submit a detailed written response to the appeal to the professional staff member and to the Superintendent of Schools. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

Review by Professional Performance Review Committee:

Appeals shall be referred for consideration to the Professional Performance Review Committee (PPRC), a standing committee established pursuant to Article IX of the collective bargaining agreement between the District and the STA. All members of the committee shall be required to complete the necessary training provided to administrators who serve as evaluators under the APPR regulations.

The PPRC shall consider all appeals within ten (10) school days of the receipt of the appeal and must render a decision or recommendation within five (5) school days of this meeting. A copy of the decision shall be provided to the teacher and the administrator responsible for issuing the annual teacher evaluation or Teacher Improvement Plan.

Probationary Professional Staff Members:

Appeals filed by probationary professional staff members shall be reviewed by the full ten-member PPRC whenever possible. A quorum of the PPRC members may also be used to review the appeal of a probationary teacher, if the entire PPRC Committee is unable to convene and render a recommendation. The composition of those members reviewing the appeal may change based upon the particulars of an appeal to avoid conflicts of interest.

The PPRC shall formulate a clear, concise recommendation as to the merit of the appeal, in terms of the substantiation of the claimed violations. A consensus recommendation shall be submitted to the Superintendent of Schools, who shall then make a final determination within five (5) school days of receipt of the PPRC recommendation.

Tenured Professional Staff Members:

Appeals filed by tenured professional staff members shall be reviewed by a subcommittee of the PPRC, consisting of two District-appointed PPRC members and two STA-appointed PPRC members. Due care must be made to ensure that conflicts of interest are avoided by the four PPRC members and the appealing professional staff member. Subsequently, the composition of those members reviewing the appeal may change based upon the particulars of an appeal.

The four members must reach a majority decision to either uphold or modify the evaluation within five (5) school days of this meeting. The decision of the four PPRC members shall be final. If the four PPRC members fail to reach a majority decision, the composite score of the original evaluation shall be reported to NYSED, and all relevant documents and reports from the PPRC review shall be submitted to the superintendent for the determination of possible progressive measures.

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 District will ensure that all evaluators are properly trained and certified to complete an evaluation of a teacher. Evaluator training will be conducted by appropriately qualified individuals or entities.

The District will ensure that all evaluators are trained according to SED's model to provide for inter-rater reliability. The Superintendent, as a Lead Evaluator, will certify evaluators upon receipt of proper documentation that the individual has fully completed training. The Superintendent will maintain records of certification of evaluators. All administrators may conduct observations, but are prohibited from conducting summative evaluations unless they have satisfactorily completed the evaluator training. All evaluators shall be appropriately trained and certified by September 1st of each school year or thirty (30) days after appointment.

The training to become a Lead Evaluator has been inclusive of evidenced-based observation techniques, application and use of the student growth percentile model and the value-added growth model. The training has and will continue to focus on the provisions outlined in Section J4 of the APPR Guidance Document.

The training to become a Lead Evaluator has further included completion of the Teachscape Proficiency modules and successful completion of the rigorous assessments ensuring thorough understanding, effective application, and inter-rater reliability of The Framework for Teaching (2011) Danielson rubric.

Re-Certification and Updated Training:

The District will work to ensure that evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

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

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

Created Monday, June 11, 2012

Updated Wednesday, January 02, 2013

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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Updated Thursday, January 03, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Shenendehowa Central Schools-developed Summative ELA Assessments (separate assessments for each grade level, K-5)
K-5	(d) measures used by district for teacher evaluation	Shenendehowa Central Schools-developed Summative Math Assessments (separate assessments for each grade level, K-5)
6-8	(d) measures used by district for teacher evaluation	Shenendehowa Central Schools-developed Summative Assessments (separate assessments for each grade level, 6-8) in math, ELA, social studies, science, and reading.
9-12	(d) measures used by district for teacher evaluation	Mathematics (Algebra Regents), Social Studies (Global History and Geography and U.S. History Regents), Science (Biology Regents), English (Comprehensive English Regents), and Shenendehowa Central Schools-developed Summative Art Assessments for all High School Art Courses

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.	<p>Students will meet or exceed achievement measures as outlined in the attached: Achievement Scale 15 Points.</p> <p>The percent of students demonstrating proficiency or higher (i.e., 65 points on Regents Exam, 65% on local exams, Level 3 on rubric) on the locally-selected measures of student achievement will be assigned points</p>
---	--

	commensurate with the Achievement Scale 15 Points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (14 - 15 points) Results are well-above District expectations for growth of student learning standards for grade/subject. 81% - 100% of the students achieve or exceed the target. (See attached: Achievement Scale 15 Points)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (8 - 13 points) Results meet District expectations for growth of student learning standards for grade/subject. 51% - 80% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: Achievement Scale 15 Points)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 7 points) Results are below District expectations for growth of student learning standards for grade/subject. 32% - 50% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: Achievement Scale 15 Points)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well-below District expectations for growth of student learning standards for grade/subject. 0% - 31% of the students achieve or exceed the target determined in the Student Learning Objective. (See attached: Achievement Scale 15 Points)

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

(No response)

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

assets/survey-uploads/5366/141286-qBFVOWF7fC/Achievement Scale 15 Points - APPR Portal_4.docx

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

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

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

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

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

- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	N/A
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. Click here for a downloadable copy of Form 8.2. (MS Word)

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

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.

Principals with more than one locally-selected measure will have their scores combined commensurate with the ratio of students tested.

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 Monday, December 03, 2012

Updated Thursday, January 03, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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.

60 points have been applied to the Multidimensional Principal Performance Rubric. The final score for each indicator within each domain will be averaged to determine a domain average score. The domain averages (ranging from 1-4) will be weighted according to the weighted conversion chart. (see 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.

assets/survey-uploads/5143/262124-pMADJ4gk6R/Principal 60 Points - MPPR HEDI Conversion Table (2).docx

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

Highly Effective: Overall performance and results exceed standards.	Principals who receive Final Average Score ranging from 3.6 - 4.0 will receive 59-60 points and will be deemed Highly Effective, indicating that their overall performance exceeds the ISLLC Standards.
Effective: Overall performance and results meet standards.	Principals who receive Final Average Score ranging from 2.5-3.5 will receive 57-58 points and will be deemed Effective, indicating that their overall performance meets the ISLLC Standards.
Developing: Overall performance and results need improvement in order to meet standards.	Principals who receive Final Average Score ranging from 1.5-2.4 will receive 50-56 points and will be deemed Developing indicating that their overall performance does not yet meet the ISLLC Standards.
Ineffective: Overall performance and results do not meet standards.	Principals who receive Final Average Score ranging from 1.0-1.4 will receive 0-49 points and will be deemed Ineffective, indicating that their overall performance does not meet the the ISLLC Standards.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	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, December 04, 2012
Updated Wednesday, January 02, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, June 11, 2012

Updated Wednesday, January 02, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/141270-Df0w3Xx5v6/Principal Improvement Plan for APPR Portal.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of Annual Professional Performance Review - Principals

Appeals of the annual professional performance reviews may be brought for an ineffective and developing rating on the composite score. An appeal may only be initiated once a Principal receives the overall composite score and HEDI rating. The purpose of the appeal process is to foster and nurture growth of the professional staff in order to maintain a highly-qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. The reasons for the appeal shall be those

identified in §3012-c. An appeal of an evaluation may not be initiated prior to the issuance of the final composite score and rating.

Limits of an Appeal:

Appeals are limited to those identified by Education Law §3012-c, as follows:

1. The substance of the annual professional performance review;
2. The school district's adherence to the standards and methodologies required for such reviews;
3. The adherence to the Commissioner's regulations, as applicable to such reviews;
4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
5. The school district's issuance and/or implementation of the terms of the Principal improvement plan.

Prohibition Against More Than One Appeal:

A Principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

Burden of Proof:

The burden shall rest with both parties. The summative evaluation provided by the Superintendent shall serve as the evidentiary basis for the appeal. It is the responsibility of the Principal to provide evidence that the rating given was not justified.

Time Frame for Filing Appeal:

All appeals shall be filed in writing. Any appeal shall be filed with the Assistant Superintendent for Human Resources.

An appeal of a performance review must be filed no later than fifteen (15) business days from the date when the Principal received his/her overall composite score and HEDI rating.

When filing an appeal, the Principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Time Frame for District Response:

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The Principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the Principal up to the date of the review.

Decision Process for Appeal:

Within five (5) business days of the district's response, a single individual reviewer who has been certified as a lead evaluator of Principals shall be chosen from the list of reviewers approved mutually by the district and SAA. Such list of reviewers will be developed mutually by the District and SAA by March 28, 2013. The district and SAA shall maintain a list of no less than three (3) mutually agreed upon reviewers.

If the district and SAA are not able to generate a list of certified reviewers, a 3-member panel shall be convened consisting of:

- 1) A Shenendehowa administrator chosen by the SAA President, absent of any direct conflict of interest
- 2) A Shenendehowa district representative chosen by the Superintendent, absent of any direct conflict of interest.
- 3) An administrator certified as a lead evaluator of Principals mutually-agreed upon by SAA and the Superintendent.

The parties agree that:

- a. The reviewer or 3-member panel shall complete appeals in a timely manner after the appeal is made, but in no event shall it be less than 5 business days or more than 15 business days after the reviewer or 3-member panel is selected.
- b. The review shall be conducted in no more than 1 business day unless extenuating circumstances are present and the reviewer or 3-member panel agrees to a second day.
- c. The reviewer or 3-member panel may ask clarifying questions of either party during the review. However, testimony shall not be granted unless requested by the reviewer or 3-member panel.
- d. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.

Decision:

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the review. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The decision must affirm, set aside or modify the Principal's composite score and HEDI rating or improvement plan. Such decision shall be the final administrative decision.

A copy of the decision shall be provided to the Principal and the district representative.

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.

The Superintendent, as the Evaluator and Lead Evaluator of Principals, has been properly trained to complete the evaluations of Principals. Inter-rater reliability is assured, as the Superintendent is the sole evaluator of Principals.

The training to become a Lead Evaluator has been inclusive of evidenced-based observation techniques, application and use of the student growth percentile model and the value-added growth model. Further, the Lead Evaluator attended training specific to the Multidimensional Principal Practice Rubric as listed:

June 2012, attended New APPR and Lead Evaluator Training, sponsored by New York State Council of School Superintendents-LEAF.

June 2012, APPR Training, conducted by Capital Region BOCES

June 11, 2012 training on APPR requirements and portal submission, conducted by Capital Region BOCES

July 13, 2012 training on Multidimensional Principal Practice Rubric held In-District, conducted by Learner Centered Initiatives

October 18, 2012 training on teacher evaluation entitled "Rethinking Teacher Supervision Evaluation" by New York State Council of School Superintendents- LEAF

October 19, 2012 training on Principal Evaluation conducted by Capital Region BOCES

December 13, 2012, In-District training on the collection of evidence for the Multidimensional Principal Practice Rubric, conducted by Capital Region BOCES

There will be continued professional development developed in conjunction with the District-established Principal APPR Ad Hoc Committee.

The Lead Evaluator's training has focused on the requirements for evaluators and lead evaluators in Section J4 of the APPR Guidance Document. The Lead Evaluator has further completed the Teachscape Proficiency modules and assessments ensuring complete understanding and effective application of The Framework for Teaching (2011) Danielson rubric.

In addition, the Lead Evaluator will maintain inter-rater reliability over time by attending on-going training sessions available from NYSCOSS- LEAF (Leadership for Educational Achievement Foundation, Inc.) and Albany-Schoharie-Schenectady-Saratoga (Capital Region) BOCES.

The Shenendehowa Board of Education will certify and recertify the Superintendent as Lead Evaluator 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 Monday, June 11, 2012

Updated Thursday, January 03, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/141279-3Uqgn5g9Iu/APPR Portal District Certification Form 1 3 13.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

GROWTH – HEDI SCALE

SHENENDEHOWA CENTRAL SCHOOLS

Goal	Points	Rating
97-100%	20	Highly Effective
94-96%	19	Highly Effective
91-93%	18	Highly Effective
88-90%	17	Effective
85-87%	16	Effective
82-84%	15	Effective
79-81%	14	Effective
76-78%	13	Effective
73-75%	12	Effective
70-72%	11	Effective
67-69%	10	Effective
64-66%	9	Effective
57-63%	8	Developing
50-56%	7	Developing
43-49%	6	Developing
36-42%	5	Developing
29-35%	4	Developing
22-28%	3	Developing
14-21%	2	Ineffective
1-13%	1	Ineffective
0%	0	Ineffective

LOCAL MEASURES OF STUDENT ACHIEVEMENT (15 Points)

SHENENDEHOWA CENTRAL SCHOOLS

Percentages in the chart identify the percentages of students demonstrating proficiency (e.g., 65 points for Regents, 65% for local exams, Level 3 and Level 4) on the locally-selected measures of student achievement.

15 point scale:

Ineffective	Developing	Effective	Highly Effective
2 points: 29% - 31%	7 points: 47% - 50%	13 points: 70% - 80%	15 points: 92% - 100%
1 point: 14% - 28%	6 points: 44% - 46%	12 points: 66% - 69%	14 points: 81% - 91%
0 points: 0% - 13%	5 points: 40% - 43%	11 points: 62% - 65%	
	4 points: 36% - 39%	10 points: 59% - 61%	
	3 points: 32% - 35%	9 points: 55% - 58%	
		8 points: 51% - 54%	

LOCAL MEASURES OF STUDENT ACHIEVEMENT (20 Points) SHENENDEHOWA CENTRAL SCHOOLS

Percentages in the chart identify the percentages of students demonstrating proficiency (e.g., 65 points for Regents, 65% for local exams, Level 3 and Level 4) on the locally-selected measures of student achievement.

20 point scale:

Ineffective	Developing	Effective	Highly Effective
2 points: 22% - 35%	8 points: 49% - 50%	17 points: 86% - 89%	20 points: 97% - 100%
1 point: 16% - 21%	7 points: 47% - 48%	16 points: 82% - 85%	19 points: 93% - 96%
0 points: 0% - 15%	6 points: 44% - 46%	15 points: 77% - 81%	18 points: 90% - 92%
	5 points: 41% - 43%	14 points: 72% - 76%	
	4 points: 38% - 40%	13 points: 67% - 71%	
	3 points: 36% - 37%	12 points: 63% - 66%	
		11 points: 59% - 62%	
		10 points: 55% - 58%	
		9 points: 51% - 54%	

60 POINT SCORING CHART SHENENDEHOWA CENTRAL SCHOOLS

Final Average Score	Points	Rating
4.0	60	Highly Effective
3.9	60	Highly Effective
3.8	59	Highly Effective
3.7	59	Highly Effective
3.6	59	Highly Effective
3.5	58	Effective
3.4	58	Effective
3.3	58	Effective
3.2	58	Effective
3.1	58	Effective
3.0	58	Effective
2.9	57	Effective
2.8	57	Effective
2.7	57	Effective
2.6	57	Effective
2.5	57	Effective
2.4	56	Developing
2.3	56	Developing
2.2	55	Developing
2.1	54	Developing
2.0	53	Developing
1.9	53	Developing
1.8	52	Developing
1.7	51	Developing
1.6	50	Developing
1.5	50	Developing
1.4	49	Ineffective
1.3	37	Ineffective
1.2	25	Ineffective
1.1	13	Ineffective
1.0	0	Ineffective

Appendix G Teacher Improvement Plan APPR

(Pursuant to Education Law §3012-c)

Teacher:	Building:
Administrative Supervisor:	Date Plan Initiated:

Domain Area:

Component(s)	Processes/Tasks	Timeline (Benchmark, Progress Meeting, and End Dates)	Person(s) Responsible, Resources	Anticipated Outcomes (<i>Effective/Proficient Language</i>)
Evidence Gathered at Progress Meeting(s):				

Domain Area:

Components	Processes/Tasks	Timeline (Benchmark, Progress Meeting, and End Dates)	Person(s) Responsible, Resources	Anticipated Outcomes (<i>Effective/Proficient Language</i>)
Evidence Gathered at Progress Meeting(s):				

Will an Assistance Teacher be required?

Yes

No

Administrative Supervisor's Signature

Teacher's Signature

Date

Received in Human Resources/Date

Forwarded to PPRC Co-Chairs/Date

TIP Outcome Summary:

Administrative Supervisor's Signature

Teacher's Signature

Date

Received in Human Resources/Date

Forwarded to PPRC Co-Chairs/Date

LOCAL MEASURES OF STUDENT ACHIEVEMENT (15 Points)

SHENENDEHOWA CENTRAL SCHOOLS

Percentages in the chart identify the percentages of students demonstrating proficiency (e.g., 65 points for Regents, 65% for local exams, Level 3 and Level 4) on the locally-selected measures of student achievement.

15 point scale:

Ineffective	Developing	Effective	Highly Effective
2 points: 29% - 31%	7 points: 47% - 50%	13 points: 70% - 80%	15 points: 92% - 100%
1 point: 14% - 28%	6 points: 44% - 46%	12 points: 66% - 69%	14 points: 81% - 91%
0 points: 0% - 13%	5 points: 40% - 43%	11 points: 62% - 65%	
	4 points: 36% - 39%	10 points: 59% - 61%	
	3 points: 32% - 35%	9 points: 55% - 58%	
		8 points: 51% - 54%	

PRINCIPAL 60 POINTS – MPPR HEDI CONVERSION TABLE

SHENENDEHOWA CENTRAL SCHOOLS

Principal Rubric Scoring:

For each of the scored areas on the MPPR Rubric, principals will be able to earn a score ranging from 1-4.

4 = Highly Effective

3 = Effective

2 = Developing

1 = Ineffective

The average score for each of the MPPR scored areas (enumerated in the chart below) will then be weighted.

MPPR Scored Areas	Domains	Weight
#1	Domain 1: Shared Vision of Learning	0.6
#2	Domain 2: School Culture & Instructional Program	2.5
#3	Domain 3: Safe, Efficient, Effective Learning Environment	2.5
#4	Domain 4: Community	1.2
#5	Domain 5: Integrity, Fairness, Ethics	0.6
#6	Domain 6: Political, Social, Economic, Legal and Cultural Context	0.6
MPPR Scored Areas	Part 2: Goal Setting and Attainment	Weight
#7	Uncovering Goals	0.5
#8	Strategic Planning	0.5
#9	Taking Action	0.5
#10	Evaluating Attainment	0.5

The weighted averages for each scored area will be added together and divided by 10 (the total number of scored areas) resulting in a final average score. The final average score will then be applied to the 60-point conversion chart.

60 Point Conversion Chart

Final Average Score	Points	Rating
4.0	60	Highly Effective
3.9	60	Highly Effective
3.8	59	Highly Effective
3.7	59	Highly Effective
3.6	59	Highly Effective
3.5	58	Effective
3.4	58	Effective
3.3	58	Effective
3.2	58	Effective
3.1	58	Effective
3.0	58	Effective
2.9	57	Effective
2.8	57	Effective
2.7	57	Effective
2.6	57	Effective
2.5	57	Effective
2.4	56	Developing
2.3	56	Developing
2.2	55	Developing
2.1	54	Developing
2.0	53	Developing
1.9	53	Developing
1.8	52	Developing
1.7	51	Developing
1.6	50	Developing
1.5	50	Developing
1.4	49	Ineffective
1.3	37	Ineffective
1.2	25	Ineffective
1.1	13	Ineffective
1.0	0	Ineffective

HEDI BANDS:

Final Average Score	Points (out of 60)	Overall Rating
3.6-4.0	59-60	Highly Effective
2.5-3.5	57-58	Effective
1.5-2.4	50-56	Developing
1.0-1.4	0-49	Ineffective

Principal Scoring Hypothetical Example:

MPPR Scored Areas	Domains	Weight	Average Score (1-4 based on MPPR rubric)	Weighted Average Score (1-4 rating multiplied by the weight)
#1	Domain 1: Shared Vision of Learning	0.6	3	1.8
#2	Domain 2: School Culture & Instructional Program	2.5	3	7.5
#3	Domain 3: Safe, Efficient, Effective Learning Environment	2.5	4	10
#4	Domain 4: Community	1.2	2	2.4
#5	Domain 5: Integrity, Fairness, Ethics	0.6	3	1.8
#6	Domain 6: Political, Social, Economic, Legal and Cultural Context	0.6	4	2.4
	Part 2: Goal Setting and Attainment	---	---	---
#7	Uncovering Goals	0.5	3	1.5
#8	Strategic Planning	0.5	3	1.5
#9	Taking Action	0.5	2	1.0
#10	Evaluating Attainment	0.5	4	2.0

Total of Weighted Average Score = 31.9

Divided by 10 Domains = 3.19 (rounds to 3.2)

Apply 3.2 to the 60 Point Conversion Table = 58 Points, Effective Rating

APPENDIX X: Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and Principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the Superintendent and Principal with the opportunity for the Principal to attach comments.

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

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

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

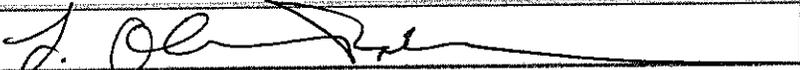
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

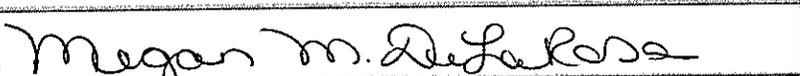
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

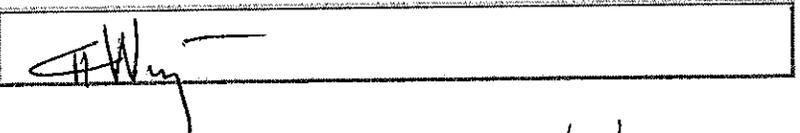
Superintendent Signature: Date: 1/3/13



Teachers Union President Signature: Date: 1/3/13



Administrative Union President Signature: Date: 1/3/13



Board of Education President Signature: Date: 1/3/13

