



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

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

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October 18, 2012

Gayle Hellert, Superintendent
Sherburne-Earlville Central School District
15 School St.
Sherburne, NY 13460

Dear Superintendent Hellert:

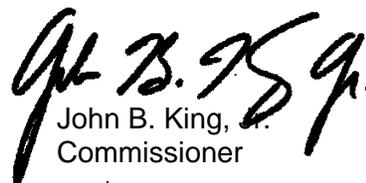
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information 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: Bill Tamaro

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 Friday, July 06, 2012

Updated Thursday, October 04, 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

082001040000

1.2) School District Name:

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

SHERBURNE-EARLVILLE 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, July 09, 2012

Updated Thursday, October 04, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Sherburne-Earlville-Developed Grade K ELA Assessment State
1	District, regional, or BOCES-developed assessment	Sherburne-Earlville-Developed Grade 1 ELA Assessment State
2	District, regional, or BOCES-developed assessment	Sherburne-Earlville-Developed Grade 2 ELA Assessment State

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If the percent of students meeting the target is between 80%-100%, the teacher's score will be: 18 = 80-89, 19 = 90-94, 20= 95-100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If the percent of students meeting the target is between 70%-79%, the teacher's score will be: 9=70-71, 10=72, 11=73, 12=74, 13=75, 14=76, 15=77, 16=78, 17=79
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If the percent of students meeting the target is between 60%-69%, the teacher's score will be: 3=60, 4=61, 5=62, 6=63-65, 7=66-67, 8=68-69
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If the percent of students meeting the target is between 0-59%, the teacher's score will be: 0=0-20, 1=21-44, 2=45-59

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Sherburne-Earlville-Developed Grade K Math Assessment State
1	District, regional, or BOCES-developed assessment	Sherburne-Earlville-Developed Grade 1 Math Assessment State
2	District, regional, or BOCES-developed assessment	Sherburne-Earlville-Developed Grade 2 Math Assessment State

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If the percent of students meeting the target is between 0-59%, the teacher's score will be: 0=0-20, 1=21-44, 2=45-59

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	Sherburne-Earlville-Developed Grade 6 Science Assessment State
7	District, regional or BOCES-developed assessment	Sherburne-Earlville-Developed Grade 7 Science Assessment State
	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 district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If the percent of students meeting the target is between 80%-100%, the teacher's score will be: 18 = 80-89, 19 = 90-94, 20= 95-100
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If the percent of students meeting the target is between 0-59%, the teacher's score will be: 0=0-20, 1=21-44, 2=45-59

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
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6	District, regional or BOCES-developed assessment	Sherburne-Earlville-Developed Grade 6 Social Studies Assessment State
7	District, regional or BOCES-developed assessment	Sherburne-Earlville-Developed Grade 7 Social Studies Assessment State
8	District, regional or BOCES-developed assessment	Sherburne-Earlville-Developed Grade 8 Social Studies Assessment State

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 district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the percent of students meeting the target is between 0-59%, the teacher's score will be: 0=0-20, 1=21-44, 2=45-59

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	Sherburne-Earlville-Developed Global 1 Assessment State

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 district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the percent of students meeting the target is between 0-59%, the teacher's score will be: 0=0-20, 1=21-44, 2=45-59

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 district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal.
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Developing (3 - 8 points) Results are below District goals for similar students.	If the percent of students meeting the target is between 60%-69%, the teacher's score will be: 3=60, 4=61, 5=62, 6=63-65, 7=66-67, 8=68-69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the percent of students meeting the target is between 0-59%, the teacher's score will be: 0=0-20, 1=21-44, 2=45-59

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If the percent of students meeting the target is between 80%-100%, the teacher's score will be: 18 = 80-89, 19 = 90-94, 20= 95-100
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the percent of students meeting the target is between 0-59%, the teacher's score will be: 0=0-20, 1=21-44, 2=45-59

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	Sherburne-Earlville-Developed Grade 9 ELA Assessment State
Grade 10 ELA	District, regional or BOCES-developed assessment	Sherburne-Earlville-Developed Grade 10 ELA Assessment State
Grade 11 ELA	Regents assessment	Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the percent of students meeting the target is between 0-59%, the teacher's score will be: 0=0-20, 1=21-44, 2=45-59

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
French II	District, Regional or BOCES-developed	Sherburne-Earlville-Developed French II Assessment State
Spanish II	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Spanish II Assessment State
Drawing and Design for Production	District, Regional or BOCES-developed	Sherburne-Earlville-Developed DrawDesignProd Assessment State
Algebra A	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Algebra A Assessment State
Economics	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Economics Assessment State
Basic Black and White Photo	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Basic Black and White Photo Assessment State
Studio in Art	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Studeio In Art Assessment State

Physical Education 9-10	District, Regional or BOCES-developed	Sherburne-Earlville-Developed PE 9-10 Assessment State
Physical Education 11-12	District, Regional or BOCES-developed	Sherburne-Earlville-Developed PE 11-12 Assessment State
Intro to Latin	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Intro to Latin Assessment State
English 12	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Grade 12 ELA Assessment State
Civics	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Civics Assessment State
Senior Seminar	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Senior Seminar Assessment State
Physical Education 7	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Grade 7 PE Assessment State
Physical Education 8	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Grade 8 PE Assessment State
French 8	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Grade 8 French Assessment State
Technology 8	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Grade 8 Technology Assessment State
Music 8	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Grade 8 Music Assessment State
Music 7	District, Regional or BOCES-developed	Sherburne-Earlville-Developed Grade 7 Music Assessment State

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If the percent of students meeting the target is between 80%-100%, the teacher's score will be: 18 = 80-89, 19 = 90-94, 20= 95-100
Effective (9 - 17 points) Results meet District goals for similar students.	If the percent of students meeting the target is between 70%-79%, the teacher's score will be: 9=70-71, 10=72, 11=73, 12=74, 13=75, 14=76, 15=77, 16=78, 17=79
Developing (3 - 8 points) Results are below District goals for similar students.	If the percent of students meeting the target is between 60%-69%, the teacher's score will be: 3=60, 4=61, 5=62, 6=63-65, 7=66-67, 8=68-69
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the percent of students meeting the target is between 0-59%, the teacher's score will be: 0=0-20, 1=21-44, 2=45-59

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

[assets/survey-uploads/5364/149757-avH4IQNZMh/Form2_10_AllOtherCourses.doc](#)

2.11) HEDI Tables or Graphics

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

[assets/survey-uploads/5364/149757-TXEttx9bQW/SE_StateGrowthComp_HEDIScoring.pdf](#)

2.12) Locally Developed Controls

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

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

There will be no locally developed controls for State Growth Component.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked

2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Monday, July 09, 2012

Updated Tuesday, October 09, 2012

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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	Sherburne-Earlville-Developed Grade 4 ELA Assessment Local
5	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 5 ELA Assessment Local

6	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 6 ELA Assessment Local
7	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 7 ELA Assessment Local
8	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 8 ELA Assessment Local

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.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 85%-100%, the teacher's score will be: 15=93-100, 14=85-92
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 65% - 84%, the teacher's score will be: 13=82-84, 12=79-81, 11= 75-78, 10= 72-74, 9= 69-71, 8= 65-68
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 21% - 64%, the teacher's score will be: 7=57-64, 6=49-56, 5=41-48, 4=31-40, 3=21-30
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 0%- 20%, the teacher's score will be: 2= 15-20, 1= 8-14, 0= 0-7

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	Sherburne-Earlville-Developed Grade 4 Math Assessment Local
5	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 5 Math Assessment Local
6	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 6 Math Assessment Local
7	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 7 Math Assessment Local

8	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 8 Math Assessment Local
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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.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 85%-100%, the teacher's score will be: 15=93-100, 14=85-92
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 65% - 84%, the teacher's score will be: 13=82-84, 12=79-81, 11= 75-78, 10= 72-74, 9= 69-71, 8= 65-68
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 21% - 64%, the teacher's score will be: 7=57-64, 6=49-56, 5=41-48, 4=31-40, 3=21-30
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 0%- 20%, the teacher's score will be: 2= 15-20, 1= 8-14, 0= 0-7

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.

(No response)

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	Sherburne-Earlville-Developed Grade K ELA Assessment Local

1	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 1 ELA Assessment Local
2	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 2 ELA Assessment Local
3	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 3 ELA Assessment Local

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.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 85%-100%, the teacher's score will be: 20=96-100, 19=91-95, 18=85-90
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 65%-84%, the teacher's score will be: 17=82-84, 16=79-81, 15=77-78, 14=75-76, 13=73-74, 12=71-72, 11=69-70, 10=67-68, 9=65-66
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 55%-64%, the teacher's score will be: 8=60-64, 7=51-59, 6=41-50, 5=31-40, 4=26-30, 3=21-25
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 0-54%, the teacher's score will be: 2=17-20, 1=11-16, 0=0-10

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	Sherburne-Earlville-Developed Grade K Math Assessment Local
1	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 1 Math Assessment Local
2	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 2 Math Assessment Local
3	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 3 Math Assessment Local

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.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 85%-100%, the teacher's score will be: 20=96-100, 19=91-95, 18=85-90
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 65%-84%, the teacher's score will be: 17=82-84, 16=79-81, 15=77-78, 14=75-76, 13=73-74, 12=71-72, 11=69-70, 10=67-68, 9=65-66
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 55%-64%, the teacher's score will be: 8=60-64, 7=51-59, 6=41-50, 5=31-40, 4=26-30, 3=21-25
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 0-54%, the teacher's score will be: 2=17-20, 1=11-16, 0=0-10

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	Sherburne-Earlville-Developed Grade 6 Science Assessment Local
7	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 7 Science Assessment Local
8	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 8 Science Assessment Local

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.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the
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	principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 85%-100%, the teacher's score will be: 20=96-100,19=91-95, 18=85-90
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 65%-84%, the teacher's score will be: 17=82-84, 16=79-81, 15=77-78, 14=75-76, 13=73-74, 12=71-72, 11=69-70, 10=67-68, 9=65-66
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 55%-64%, the teacher's score will be: 8=60-64, 7=51-59, 6=41-50, 5=31-40, 4=26-30, 3=21-25
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 0-54%, the teacher's score will be: 2=17-20, 1=11-16, 0=0-10

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	Sherburne-Earlville-Developed Grade 6 Social Studies Assessment Local
7	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 7 Social Studies Assessment Local
8	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 8 Social Studies Assessment Local

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.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 85%-100%, the teacher's score will be: 20=96-100,19=91-95, 18=85-90
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	If the percent of students meeting the target is between 65%-84%, the teacher's score will be: 17=82-84, 16=79-81, 15=

grade/subject.	77-78, 14=75-76, 13=73-74, 12=71-72, 11=69-70, 10=67-68, 9=65-66
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 55%-64%, the teacher's score will be: 8=60-64, 7=51-59, 6=41-50, 5=31-40, 4=26-30, 3=21-25
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 0-54%, the teacher's score will be: 2=17-20, 1=11-16, 0=0-10

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	Sherburne-Earlville-Developed Global 1 Assessment Local
Global 2	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Global 2 Assessment Local
American History	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed American History Assessment Local

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.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 85%-100%, the teacher's score will be: 20=96-100, 19=91-95, 18=85-90
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 65%-84%, the teacher's score will be: 17=82-84, 16=79-81, 15=77-78, 14=75-76, 13=73-74, 12=71-72, 11=69-70, 10=67-68, 9=65-66
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 55%-64%, the teacher's score will be: 8=60-64, 7=51-59, 6=41-50, 5=31-40, 4=26-30, 3=21-25

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

If the percent of students meeting the target is between 0-54%, the teacher's score will be:
2=17-20, 1=11-16, 0=0-10

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	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Living Environment Assessment Local
Earth Science	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Earth Science Assessment Local
Chemistry	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Chemistry Assessment Local
Physics	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Physics Assessment Local

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.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 85%-100%, the teacher's score will be: 20=96-100, 19=91-95, 18=85-90
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 65%-84%, the teacher's score will be: 17=82-84, 16=79-81, 15=77-78, 14=75-76, 13=73-74, 12=71-72, 11=69-70, 10=67-68, 9=65-66
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 55%-64%, the teacher's score will be: 8=60-64, 7=51-59, 6=41-50, 5=31-40, 4=26-30, 3=21-25
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 0-54%, the teacher's score will be: 2=17-20, 1=11-16, 0=0-10

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	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Algebra 1 Assessment Local
Geometry	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Geometry Assessment Local
Algebra 2	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Algebra 2 Assessment Local

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.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 85%-100%, the teacher's score will be: 20=96-100, 19=91-95, 18=85-90
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 65%-84%, the teacher's score will be: 17=82-84, 16=79-81, 15=77-78, 14=75-76, 13=73-74, 12=71-72, 11=69-70, 10=67-68, 9=65-66
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 55%-64%, the teacher's score will be: 8=60-64, 7=51-59, 6=41-50, 5=31-40, 4=26-30, 3=21-25
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 0-54%, the teacher's score will be: 2=17-20, 1=11-16, 0=0-10

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	Sherburne-Earlville-Developed Grade 9 ELA Assessment Local
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 10 ELA Assessment Local
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Sherburne-Earlville-Developed Grade 11 ELA Assessment Local

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.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 85%-100%, the teacher's score will be: 20=96-100, 19=91-95, 18=85-90
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 65%-84%, the teacher's score will be: 17=82-84, 16=79-81, 15=77-78, 14=75-76, 13=73-74, 12=71-72, 11=69-70, 10=67-68, 9=65-66
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 55%-64%, the teacher's score will be: 8=60-64, 7=51-59, 6=41-50, 5=31-40, 4=26-30, 3=21-25
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 0-54%, the teacher's score will be: 2=17-20, 1=11-16, 0=0-10

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-5 ELA	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed K-5 ELA Written Expression Assessment Local
K-5 Physical Education	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed K-5 Physical Education Assessment Local

K-5 Art	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed K-5 Art Assessment Local
K-5 Music/Band/Chorus	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed K-5 Music/Band/Chorus Local
3-5 Computer	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed 3-5 Computer Assessment Local
6-8 LOTE (French/Spanish)	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed 6-8 LOTE (French/Spanish) Assessment Local
K-8 Literacy AIS	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed K-8 Literacy AIS AssessmentLocal
3-5 Science	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed 3-5 Science AssessmentLocal
ELA 12	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed Grade 12 ELA Assessment Local
Desk Top Publishing	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed Desk Top Publishing Assessment Local
Keyboarding	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed Keyboarding Assessment Local
Introduction To Latin	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed Introduction to Latin Assessment Local
Civics/Participation in Government	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed Civics/Participation in Government Assessment Local
Economics	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed Economics Assessment Local
9-12 Art	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed 9-12 Art Assessment Local
6-12 Physical Education	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed 6-12 Physical Education Assessment Local
6-12 Music/Band/Chorus	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed 6-12 Music/Band/Chorus Assessment Local
6-12 Resource Room	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed 6-12 Resource Room Assessment Local
6-12 Health	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed 6-12 Health Assessment Local
6-12 Math AIS	5) District/regional/BOCES–developed	Sherburne-Earlville-Developed 6-12 Math AIS Assessment Local

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

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

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

The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the

principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure.

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

If the percent of students meeting the target is between 85%-100%, the teacher's score will be:
20=96-100, 19=91-95, 18=85-90

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

If the percent of students meeting the target is between 65%-84%, the teacher's score will be: 17=82-84, 16=79-81, 15=77-78, 14=75-76, 13=73-74, 12=71-72, 11=69-70, 10=67-68, 9=65-66

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

If the percent of students meeting the target is between 55%-64%, the teacher's score will be: 8=60-64, 7=51-59, 6=41-50, 5=31-40, 4=26-30, 3=21-25

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

If the percent of students meeting the target is between 0-54%, the teacher's score will be:
2=17-20, 1=11-16, 0=0-10

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/5139/149774-y92vNseFa4/SE_LocalOptionHEDIScoring.pdf

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.

There will be no Locally Developed Controls in the Local Selected Measures.

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 receive a single subcomponent local HEDI category and score that is proportionally weighted.

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, July 09, 2012

Updated Tuesday, October 16, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

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]	31
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	29

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.

Danielson's Framework for Teaching (Revised 2011)

Domains 1, 2, and 3 = a possible 31 Points

Domain 4 = a possible 29 Points

Any calculation which results in a decimal amount will be taken out to the hundredths place. The number will rounded up if greater than or equal to 5 and rounded down if less than or equal to 4.

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/5091/149872-eka9yMJ855/SE_STATE_ScoringMethod_OtherEvid2012.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59-60 See uploaded file.
Effective: Overall performance and results meet NYS Teaching Standards.	57-58 See uploaded file.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	50-56 See uploaded file.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-49 See uploaded file.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, July 10, 2012

Updated Wednesday, August 15, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

Results are well above District- or BOCES-adopted expectations for 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 Tuesday, July 10, 2012

Updated Thursday, October 04, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/150286-Df0w3Xx5v6/Submission_TIP_APPR.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

[F] Appeals Process

Teachers:

The purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly

qualified and effective work force. All employees who meet the appeal process criteria identified below may use this appeal process.

The following is the developed Appeal Procedure that the District is using under the NYSED regulations: section 30-2.11 for teachers:

A teacher may only appeal after receipt of the final composite score. Appeals are limited to teachers who have received a final composite score with an overall rating of ineffective or developing.

A teacher may not file more than one appeal on the same component of the composite score.

Appeal Committee membership will consist of:

- a. The Superintendent or his/her designee*
- b. The SETA President or his/her designee*
- c. One tenured administrator, certified to conduct evaluations, appointed by the Superintendent. The administrator appointed shall not be the administrator who authored the evaluation.*
- d. Two tenured teachers appointed by the SETA president.*

The three SETA members involved in the Appeals Committee will receive additional training in the observation/evaluation and scoring process by the Superintendent or designee. Training will be provided in a timely manner to insure a thorough understanding of the observation/evaluation and scoring process.

The committee shall reach its finding using the consensus model.

The appeals process is not subject to the grievance or other dispute resolution process included in the SETA contract.

The rating of the evaluator is not a basis for an appeal. However, inability to follow the specified timeline may be subject to the filing of a grievance.

Notification of the appeal

The teacher has five school/business days from receipt of the final composite score to appeal in writing to the established Appeals Committee.

Level 1:

Within ten school/business days of the receipt of the appeal, the Appeals Committee will meet with the teacher and may meet with the Evaluator. During this time period, the Evaluator must respond in writing to the appeal. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

If the Appeal is unable to be resolved at Level 1, the Appeal will proceed to Level 2.

Level 2:

Within ten school/business days of the Level 1 determination, a final determination will be made by the Appeals Committee. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal.

The Appeals Committee shall have the authority to rescind, modify, or affirm the rating. A new evaluation may be ordered.

The appeals committee will be the final determiner of all appeals. A written determination from the Superintendent on behalf of the committee will be a final and binding decision and shall be rendered no later than 30 calendar days from the date upon which the appeal was filed.

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.

Lead Evaluator Training

Lead evaluators and evaluators will complete a training course that meets the requirements prescribed in Chapter 103 and Section 30-2.9. Such training shall include application and use of the State approved practice rubrics as selected by the District. Once trained, the evaluator will be deemed certified as a lead evaluator.

Evaluators and lead evaluators will participate in recertification programs to insure inter-rater reliability every two years.

S-E Administrators will participate in the Lead Evaluator training through the NTE of DCMO BOCES. S-E Administrators have completed six trainings of 4-6 hours in duration. Training will continue on an on-going basis throughout the school year with the NTE of DCMO BOCES.

SE Administrators participating in training: High School Principal, Middle School Principal, Elementary Principal, Director of Special Education, Director of Athletics, Assistant Principals, and the Superintendent.

The focus of training:

- 1. Leadership Standards and related functions*
- 2. Evidence-based observation techniques grounded in research*
- 3. Application and use of student percentile model and/or value-added model*
- 4. Application and use of State approved Principal rubric*
- 5. Application and use of assessment tools used to evaluate building principals*
- 6. Application and use of locally selected measures of student achievement*
- 7. Use of NYS Statewide Instructional Reporting System*
- 8. Scoring Methodology including scores for each subcomponent, composite effectiveness scores, and application of scoring ranges*
- 9. Evaluating Principals of students with ELL and SWD populations*
- 10. Maintaining inter-rater reliability*

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

6.7) Assurances -- Data Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
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7. Growth on State Assessments or Comparable Measures (Principals)

Created Tuesday, July 10, 2012

Updated Wednesday, August 15, 2012

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

None

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, July 10, 2012

Updated Monday, October 15, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Sherburne Earlville Developed Grade K-5 Math and ELA Assessments
6-8	(d) measures used by district for teacher evaluation	Sherburne Earlville Developed Grade 6-8 Math and ELA Assessments
9-12	(d) measures used by district for teacher evaluation	Sherburne Earlville Developed Grade 9-12 Math and ELA Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The district has adopted minimum expectations for the level of performance required for each HEDI rating. Student growth targets will be set by teachers using pre-test results, baseline data, pertinent historical data, and in consultation with the principal. These local targets and local assessments will be different from those targets and assessments established for the state growth measure. The principals' growth target will be a combination of the ELA and Math student growth scores for the assigned building.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 85%-100%, the principal's score will be: 15=93-100, 14=85-92
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 65% - 84%, the principal's score will be: 13=82-84, 12=79-81, 11= 75-78, 10= 72-74, 9= 69-71, 8= 65-68

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 21% - 64%, the principal's score will be: 7=57-64, 6=49-56, 5=41-48, 4=31-40, 3=21-30
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the percent of students meeting the target is between 0%- 20%, the principal's score will be: 2= 15-20, 1= 8-14, 0= 0-7

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

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

None

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.

NA

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, July 10, 2012

Updated Tuesday, October 09, 2012

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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.

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The following formula will be used to calculate the number of points for the principal effectiveness composite score (the rubric is a four point rubric) for each indicator.

There are six domains. Each domain is comprised of a set of dimensions. Each dimensions will be scored as follows:

Element Score Performance Level

1 Ineffective

2 Developing

3 Effective

4 Highly Effective

Each domain will be scored as follows:

$(3(\# \text{ dimensions scoring } 4) + 3(\# \text{ dimensions scoring } 3) + (\# \text{ dimensions scoring } 2) \times 10) \text{ divided by } 3 (\# \text{ dimensions in the domain})$

The scores of each domain will be totaled to determine the number of total points (out of 60) for the multiple measures component of the composite score.

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

(No response)

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.	A score is calculated for each domain. These scores are combined for a total score. A total score of 55-60 is highly effective.
Effective: Overall performance and results meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 41-54 is effective.
Developing: Overall performance and results need improvement in order to meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 21-40 is developing.
Ineffective: Overall performance and results do not meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 0-20 is ineffective.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	41-54
Developing	21-40
Ineffective	0-20

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, July 10, 2012

Updated Tuesday, October 09, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES- adopted expectations for 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	55-60
Effective	41-54
Developing	21-40
Ineffective	0-20

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, July 10, 2012

Updated Tuesday, October 09, 2012

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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/5276/150319-Df0w3Xx5v6/Principal Improvement Plan.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

An administrator may challenge the overall rating (ineffective rating only) on the Composite Score or an unsatisfactory rating on an administrator improvement plan.

Process

• A principal may appeal his/her performance review rating by written notice of appeal within ten (10) school/business days to the Superintendent of Schools upon receipt of their composite score. The notice of appeal must state specifically the grounds for appeal

and include any documents relevant to the appeal.

- The appeal will be assigned to a neutral third party within five (5) school/business days upon the superintendent's receipt of the principal's written appeal. By February 1, 2013, the District and the Association will jointly develop a list of three (3) reviewers in order of mutual preference. The reviewer will be selected according to availability.
- Within fifteen (15) school/business days after the appeal has been received by the neutral third party, the reviewer will interview both the principal and the lead evaluator together. Each party may present written and verbal information in support of the challenge and the rating. The parties may ask questions of each other, and the reviewer may ask questions of both parties. There is no provision for witnesses. Each party may have one (1) representative present at the review.
- A written decision on the merits of the appeal shall be rendered no later than thirty (30) school/business days from the date on which the principal filed his/her appeal. The reviewer may uphold the rating, raise the rating, or vacate the rating.
- The decision of the reviewer shall be final and binding.

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.

Lead Evaluator Training

Lead evaluators and evaluators will complete a training course that meets the requirements prescribed in Chapter 103 and Section 30-2.9. Such training shall include application and use of the State approved practice rubrics as selected by the District. Once trained, the evaluator will be deemed certified as a lead evaluator.

Evaluators and lead evaluators will participate in recertification programs to insure inter-rater reliability every two years.

S-E Administrators will participate in the Lead Evaluator training through the NTE of DCMO BOCES. S-E Administrators have completed six trainings of 4-6 hours in duration. Training will continue on an on-going basis throughout the school year with the NTE of DCMO BOCES.

SE Administrators participating in training: High School Principal, Middle School Principal, Elementary Principal, Director of Special Education, Director of Athletics, Assistant Principals, and the Superintendent.

The focus of training:

- 1. Leadership Standards and related functions*
- 2. Evidence-based observation techniques grounded in research*
- 3. Application and use of student percentile model and/or value-added model*
- 4. Application and use of State approved Principal rubric*
- 5. Application and use of assessment tools used to evaluate building principals*
- 6. Application and use of locally selected measures of student achievement*
- 7. Use of NYS Statewide Instructional Reporting System*
- 8. Scoring Methodology including scores for each subcomponent, composite effectiveness scores, and application of scoring ranges*

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 Tuesday, July 10, 2012

Updated Tuesday, October 16, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/150320-3Uqgn5g9Iu/Certification.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Form 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art 6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Sherburne-Earlville-Developed Grade 6 Art Assessment State
Computer 7	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Sherburne-Earlville-Developed Grade 7 Computer Assessment State
Literacy 6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed	Sherburne-Earlville-Developed

	<input type="radio"/> School/BOCES-wide/group/team results based on State	Grade 6 Literacy Assessment State
Literacy 7	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Sherburne-Earlville-Developed Grade 7 Literacy Assessment State

Course(s) or Subject(s)	Option	Assessment
Physical Education 6	State Assessment State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Sherburne-Earlville-Developed Grade 6 PE Assessment State
Spanish 7	State Assessment	Sherburne-Earlville-Developed Grade 7 Spanish Assessment

	<p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	State
Home and Career Skills 7	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	Sherburne-Earlville-Developed Grade 7 Home and Careers Assessment State
Health 7	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	Sherburne-Earlville-Developed Grade 7 Health Assessment State
Course(s) or Subject(s)	Option	Assessment
MS Band	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based</p>	Sherburne-Earlville-Developed MS Band Assessment State

	on State	
Art 7	State Assessment State-approved 3rd party assessment <input checked="" type="checkbox"/> District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Sherburne-Earlville-Developed Grade 7 Art Assessment State
Art 8	State Assessment State-approved 3rd party assessment <input checked="" type="checkbox"/> District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Sherburne-Earlville-Developed Grade 8 Art Assessment State
Technology 7	State Assessment State-approved 3rd party assessment <input checked="" type="checkbox"/> District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Sherburne-Earlville-Developed Grade 7 Technology Assessment State
Course(s) or Subject(s)	Option	Assessment
Health 8	State Assessment State-approved 3rd party assessment <input checked="" type="checkbox"/> District, Regional or BOCES-	Sherburne-Earlville-Developed Grade 8 Health Assessment State

	developed School/BOCES-wide/group/team results based on State	
Computer 6	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Sherburne-Earlville-Developed Grade 6 Computer Assessment State
Physical Education K-2	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Sherburne-Earlville-Developed Grade K-2 Physical Education Assessment State
Physical Education 3-5	State Assessment State-approved 3rd party assessment X District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Sherburne-Earlville-Developed Grade 3-5 Physical Education Assessment State
Course(s) or Subject(s)	Option	Assessment
Music K-2	State Assessment	SE_St_Musick-2_SUMM

	<p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	
Music 3-5	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	<p>Sherburne-Earlville-Developed Grade 3-5 Music Assessment State</p>
Elem Band	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	<p>Sherburne-Earlville-Developed Elementary Band Assessment State</p>
Art K-2	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	<p>Sherburne-Earlville-Developed Grade K-2 Art Assessment State</p>
Course(s) or Subject	Option	Assessment

ct(s)		
Art 3-5	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	<p>Sherburne-Earlville-Developed Grade 3-5 Art Assessment State</p>
Science 3	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	<p>Sherburne-Earlville-Developed Grade 3 Science Assessment State</p>
Science 4	<p>X State Assessment</p> <p>State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	<p>Sherburne-Earlville-Developed Grade 4 Science Assessment State</p>
Science 5	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	<p>Sherburne-Earlville-Developed Grade 5 Science Assessment State</p>

Course(s) or Subject(s)	Option	Assessment
Computer 3-5	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>X District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	<p>Sherburne-Earlville-Developed Grade 3-5 Computer Assessment State</p>

SE State Growth Component HEDI Scoring (Applies to All Applicable Grade Levels and Subject Areas)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	80-89	79	78	77	76	75	74	73	72	70-71	68-69	66-67	63-65	62	61	60	45-59	21-44	0-20

SE Local Measures Option HEDI Scoring (Applies to all except 4-8 ELA/Math Teachers)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	91-95	85-90	82-84	79-81	77-78	75-76	73-74	71-72	69-70	67-68	65-66	60-64	51-59	41-50	31-40	26-30	21-25	17-20	11-16	0-10

Scoring Methodology for the 60% Teacher Rating

The outcomes/scores of the 60% Teacher Rating will be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, we calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, we calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. There are 6 possible rubric scores in the 1 range (1-1.4) and 49 points in that range, so each rubric score is worth 9.6 points within this category. This calculation was done for each category based on the possible number of rubric scores and the number of sub-component points within each category (rubric points in developing were worth 0.8 point, Effective were worth 0.2 point and Highly Effective were worth .25 point).

Teacher Effects Conversion Scale

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

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

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

**Rubrics for Enhancing Professional Practice: A Framework for Teaching
Danielson Rubric**

Danielson Performance Level	SED Performance Level	Rating
Unsatisfactory	Ineffective	1
Basic	Developing	2
Proficient	Effective	3
Distinguished	Highly Effective	4

Sherburne – Earlville Central School Teacher Improvement Plan (TIP)

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Teacher _____
 Grade/Subject _____
 Evaluator _____
 Teacher Association Representative _____
 Date _____

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating. Monthly meetings will be held to determine progress toward the objectives listed above.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher **yes** **no**

Name of Mentor _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet monthly to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

Evaluator’s Signature _____

Date _____

Teacher’s Signature _____

Date _____

Meeting Dates				
----------------------	--	--	--	--

Evaluator Comments

Meeting Date _____

Teacher Comments

Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals.

Next Steps

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Improvement Plan Process For Administrators

Name _____ Evaluator(s) _____

Position _____ School District _____

Date _____

1. Identify specific deficiencies and recommended areas of growth (limited to "Developing and Ineffective" ratings) related to the summative evaluation form.

2. Identify a timeline for completion of the Improvement Plan, along with times for intermediate checkpoints.

3. Indicate how satisfactory performance as defined by the Improvement Plan will be determined.

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:

Paul J. Sheehan *Oct. 15, 2012*

Teachers Union President Signature: Date:

Jennifer L. Moore *10/15/12*

Administrative Union President Signature: Date:

John E. Dochowaty *10/15/12*

Board of Education President Signature: Date:

Thomas C. Morris *10/15/2012*