



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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July 15, 2014

**Revised**

Daniel G. Ljiljanich, Superintendent  
Silver Creek Central School District  
1 Dickinson Street  
Silver Creek, NY 14136

Dear Superintendent Ljiljanich:

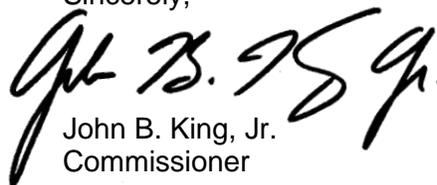
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

**NOTE:**

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

Created Monday, February 03, 2014

Updated Tuesday, July 08, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number :

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

061501040000

#### 1.2) School District Name:

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

Silver Creek Central School District

#### 1.3) Assurances

Please check all of the boxes below:

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

#### 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Wednesday, January 08, 2014

Updated Tuesday, July 08, 2014

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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.	Checked

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

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3<sup>rd</sup> party assessments; or  
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

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

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	3rd, 4th, 5th Grade ELA, Math, and 4th Grade Science State Assessments
1	School-or BOCES-wide, group or team results based on State assessments	3rd, 4th, 5th Grade ELA, Math, and 4th Grade Science State Assessments
2	School-or BOCES-wide, group or team results based on State assessments	3rd, 4th, 5th Grade ELA, Math, and 4th Grade Science State Assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, teachers will set the individual growth target with the Principal’s approval based on locally determined assessments. The following HEDI will be used:  
 100-51% of students meeting their target will result in as highly effective score;  
 50-35% of students meeting their target will result in an

effective score;  
 34-8% of students meeting their target will result in as developing score;  
 7-0% of students meeting their target will result in an ineffective score;  
 With teachers for whom the school-wide results based on state assessments (group metric) are used, school-wide growth target is set based on the baseline data from the previous year(s) test scores approved by the supervising administrator.  
 See the attached file Table for 2.11 for following HEDI structure and methodology.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100-51% of students meeting their target will result in as highly effective score;
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	50-35% of students meeting their target will result in an effective score;
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	34-8% of students meeting their target will result in as developing score;
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	7-0% of students meeting their target will result in an ineffective score;

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	3rd, 4th, 5th Grade ELA, Math, and 4th Grade Science State Assessments
1	School-or BOCES-wide, group or team results based on State assessments	3rd, 4th, 5th Grade ELA, Math, and 4th Grade Science State Assessments
2	School-or BOCES-wide, group or team results based on State assessments	3rd, 4th, 5th Grade ELA, Math, and 4th Grade Science State Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, teachers will set the individual growth target with the Principal's approval based on locally determined assessments. The following HEDI will be used: 100-51% of students meeting their target will result in as highly effective score;
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50-35% of students meeting their target will result in an effective score;  
 34-8% of students meeting their target will result in a developing score;  
 7-0% of students meeting their target will result in an ineffective score;  
 With teachers for whom the school-wide results based on state assessments (group metric) are used, school-wide growth target is set based on the baseline data from the previous year(s) test scores approved by the supervising administrator.  
 See the attached file Table for 2.11 for following HEDI structure and methodology.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100-51% of students meeting their target will result in a highly effective score;
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	50-35% of students meeting their target will result in an effective score;
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	34-8% of students meeting their target will result in a developing score;
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	7-0% of students meeting their target will result in an ineffective score.

## 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	School- or BOCES-wide, group or team results based on State assessments	NYS 6th, 7th, 8th Grade ELA, Math, and 8th Grade Science Assessments
7	School- or BOCES-wide, group or team results based on State assessments	NYS 6th, 7th, 8th Grade ELA, Math, and 8th Grade Science Assessments
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, teachers will set the individual growth target with the Principal's approval based on locally determined assessments. The following HEDI will be used: 100-51% of students meeting their target will result in as highly effective score; 50-35% of students meeting their target will result in an effective score; 34-8% of students meeting their target will result in a developing score;
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7-0% of students meeting their target will result in an ineffective score;  
 With teachers for whom the school-wide results based on state assessments (group metric) are used, school-wide growth target is set based on the baseline data from the previous year(s) test scores approved by the supervising administrator.  
 See the attached file Table for 2.11 for following HEDI structure and methodology.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	100-51% of students meeting their target will result in a highly effective score;
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	50-35% of students meeting their target will result in an effective score;
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	34-8% of students meeting their target will result in a developing score;
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	7-0% of students meeting their target will result in an ineffective score.

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	School- or BOCES-wide, group or team results based on State assessments	NYS 6th, 7th, 8th Grade ELA, Math, and 8th Grade Science Assessments
7	School- or BOCES-wide, group or team results based on State assessments	NYS 6th, 7th, 8th Grade ELA, Math, and 8th Grade Science Assessments
8	School- or BOCES-wide, group or team results based on State assessments	NYS 6th, 7th, 8th Grade ELA, Math, and 8th Grade Science Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	With teachers for whom the school-wide results based on state assessments (group metric) are used, school-wide growth target is set based on the baseline data from the previous year(s) test scores approved by the supervising administrator.  See the attached file Table for 2.11 for following HEDI structure and methodology.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100-51% of students meeting their target will result in as highly effective score;
Effective (9 - 17 points) Results meet District goals for similar students.	50-35% of students meeting their target will result in an effective score;
Developing (3 - 8 points) Results are below District goals for similar students.	34-8% of students meeting their target will result in as developing score;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	7-0% of students meeting their target will result in an ineffective score;

## 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	School-/BOCES-wide group/team results based on State assessments	All Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, teachers will set the individual growth target with the Principal's approval based on locally determined assessments. The following HEDI will be used:</p> <ul style="list-style-type: none"> <li>100-51% of students meeting their target will result in as highly effective score;</li> <li>50-35% of students meeting their target will result in an effective score;</li> <li>34-8% of students meeting their target will result in as developing score;</li> <li>7-0% of students meeting their target will result in an ineffective score;</li> </ul> <p>With teachers for whom the school-wide results based on state assessments (group metric) are used, school-wide growth target is set based on the baseline data from the previous year(s) test scores approved by the supervising administrator. Silver Creek will be offering the Comprehensive English Regents, Integrated Algebra 1 regents and Common Core Algebra Regents (to students enrolled in common core courses) with the higher of the two algebra regents being used for APPR purposes.</p> <p>See the attached file Table for 2.11 for following HEDI structure and methodology.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100-51% of students meeting their target will result in as highly effective score;
Effective (9 - 17 points) Results meet District goals for similar students.	50-35% of students meeting their target will result in an effective score;
Developing (3 - 8 points) Results are below District goals for similar students.	34-8% of students meeting their target will result in as developing score;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	7-0% of students meeting their target will result in an ineffective score;

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, teachers will set the individual growth target with the Principal's approval based on baseline data. The following HEDI will be used: 100-51% of students meeting their target will result in as highly effective score; 50-35% of students meeting their target will result in an effective score; 34-8% of students meeting their target will result in as developing score; 7-0% of students meeting their target will result in an ineffective score;  See the attached file Table for 2.11 for following HEDI structure and methodology.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100-51% of students meeting their target will result in as highly effective score;
Effective (9 - 17 points) Results meet District goals for similar students.	50-35% of students meeting their target will result in an effective score;
Developing (3 - 8 points) Results are below District goals for similar students.	34-8% of students meeting their target will result in as developing score;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	7-0% of students meeting their target will result in an ineffective score;

## 2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment

Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. Both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents (enrolled in common core courses) will be offered to the students. The higher of the two scores will be used. With teachers for whom an individual (teacher-specific) SLO(s) is needed, teachers will set the individual growth target with the Principal's approval based on locally determined assessments. The following HEDI will be used: 100-51% of students meeting their target will result in as highly effective score; 50-35% of students meeting their target will result in an effective score; 34-8% of students meeting their target will result in as developing score; 7-0% of students meeting their target will result in an ineffective score;  See the attached file Table for 2.11 for following HEDI structure and methodology.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100-51% of students meeting their target will result in as highly effective score;
Effective (9 - 17 points) Results meet District goals for similar students.	50-35% of students meeting their target will result in an effective score;
Developing (3 - 8 points) Results are below District goals for similar students.	34-8% of students meeting their target will result in as developing score;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	7-0% of students meeting their target will result in an ineffective score;

## 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	School-/BOCES-wide group/team results based on State assessments	All Regents Exams
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	All Regents Exams

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

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

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

Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, teachers will set the individual growth target with the Principal's approval based on locally determined assessments. The following HEDI will be used:

100-51% of students meeting their target will result in as highly effective score;  
50-35% of students meeting their target will result in an effective score;  
34-8% of students meeting their target will result in as developing score;  
7-0% of students meeting their target will result in an ineffective score;

With teachers for whom the school-wide results based on state assessments (group metric) are used, school-wide growth target is set based on the baseline data from the previous year(s) test scores approved by the supervising administrator.

Silver Creek will be offering the Comprehensive English Regents, Integrated Algebra 1 regents and Common Core Algebra Regents (to students enrolled in common core courses) with the higher of the two algebra regents being used for APPR purposes.

See the attached file Table for 2.11 for following HEDI structure and methodology.

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

100-51% of students meeting their target will result in as highly effective score;

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

50-35% of students meeting their target will result in an effective score;

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

34-8% of students meeting their target will result in as developing score;

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

7-0% of students meeting their target will result in an ineffective score;

## 2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Option	Assessment
All other teachers in K-5 building not named above	School/BOCES-wide/group/team results based on State	NYS 3rd, 4th, and 5th Grade ELA, Math, and 4th Grade Science State Assessments
All other teachers in 6-8 building not named above	School/BOCES-wide/group/team results based on State	NYS 6th, 7th, 8th Grade ELA, Math, and 8th Grade Science Assessments
All other teachers in 9-12 building not named above	School/BOCES-wide/group/team results based on State	All Regents Exams
Teachers of AP courses	School/BOCES-wide/group/team results based on State	All Regents Exams
Teachers of ESL courses	State Assessment	NYSESLAT

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, teachers will set the individual growth target with the Principal's approval based on locally determined assessments. The following HEDI will be used:</p> <ul style="list-style-type: none"> <li>100-51% of students meeting their target will result in as highly effective score;</li> <li>50-35% of students meeting their target will result in an effective score;</li> <li>34-8% of students meeting their target will result in as developing score;</li> <li>7-0% of students meeting their target will result in an ineffective score;</li> </ul> <p>With teachers for whom the school-wide results based on state assessments (group metric) are used, school-wide growth target is set based on the baseline data from the previous year(s) test scores approved by the supervising administrator. Silver Creek will be offering the Comprehensive English Regents, Integrated Algebra 1 regents and Common Core Algebra Regents (to students enrolled in common core courses) with the higher of the two algebra regents being used for APPR purposes.</p> <p>See the attached file Table for 2.11 for following HEDI structure and methodology.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	100-51% of students meeting their target will result in as highly effective score;
Effective (9 - 17 points) Results meet District goals for similar students.	50-35% of students meeting their target will result in an effective score;
Developing (3 - 8 points) Results are below District goals for similar students.	34-8% of students meeting their target will result in as developing score;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	7-0% of students meeting their target will result in an ineffective score;

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

(No response)

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/897063-TXEttx9bQW/Silver Creek APPR - Section 02-11 - HEDI Growth - JULY 2014.docx

## 2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

(No response)

## 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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	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
2.14) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created Wednesday, January 08, 2014

Updated Tuesday, July 08, 2014

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#### Page 1

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

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

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

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

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

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise Renaissance Learning, Inc.
5	4) State-approved 3rd party assessments	STAR Reading Enterprise Renaissance Learning, Inc.
6	4) State-approved 3rd party assessments	STAR Reading Enterprise Renaissance Learning, Inc.
7	4) State-approved 3rd party assessments	STAR Reading Enterprise Renaissance Learning, Inc.
8	4) State-approved 3rd party assessments	STAR Reading Enterprise Renaissance Learning, Inc.

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.	Measures in this section will be used for achievement. Teachers for whom an individual (teacher-specific) achievement target(s) is needed, teachers will set the individual achievement target with the Principal’s approval based on locally determined assessments. The following HEDI will be used:
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100-85% of students meeting their target will result in as highly effective score;  
 84-70% of students meeting their target will result in an effective score;  
 69-50% of students meeting their target will result in as developing score;  
 49-0% of students meeting their target will result in an ineffective score;  
 See attached file for Table 3.3 for following HEDI structure and methodology.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached file for Table 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached file for Table 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached file for Table 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached file for Table 3.3.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise RenaissanceLearning, Inc.
5	4) State-approved 3rd party assessments	STAR Math Enterprise RenaissanceLearning, Inc.
6	4) State-approved 3rd party assessments	STAR Math Enterprise RenaissanceLearning, Inc.
7	4) State-approved 3rd party assessments	STAR Math Enterprise RenaissanceLearning, Inc.
8	4) State-approved 3rd party assessments	STAR Math Enterprise RenaissanceLearning, Inc.

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.	Measures in this section will be used for achievement. Teachers for whom an individual (teacher-specific) achievement target(s) is needed, teachers will set the individual achievement target with the Principal's approval based on locally determined
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assessments. The following HEDI will be used:  
 100-85% of students meeting their target will result in as highly effective score;  
 84-70% of students meeting their target will result in an effective score;  
 69-50% of students meeting their target will result in as developing score;  
 49-0% of students meeting their target will result in an ineffective score;  
 See attached file for Table 3.3 for following HEDI structure and methodology.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached file for Table 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached file for Table 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached file for Table 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached file for Table 3.3.

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/897335-rhJdBgDruP/Silver Creek APPR - Section 03-03 - HEDI TABLES LOCAL - MAY 2014.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Renaissance Learning, Inc.
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise Renaissance Learning, Inc. and STAR Early Literacy Enterprise Renaissance Learning, Inc.
2	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Renaissance Learning, Inc. and STAR Reading Enterprise Renaissance Learning, Inc.
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise Renaissance Learning, Inc.

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.	Measures in this section will be used for achievement. Teachers will use a school-wide measure based on the total percentage of students in their grade-level who meet or exceed their individual achievement targets. The following HEDI will be used: 100-85% of students meeting their target grade-wide will result in as highly effective score; 84-70% of students meeting their target grade-wide will result in
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an effective score;  
 69-50% of students meeting their target grade-wide will result in as developing score;  
 49-0% of students meeting their target grade-wide will result in an ineffective score;

See attached file for Table 3.13 for following HEDI structure and methodology.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100-85% of achievement target with students meeting their individual benchmark grade wide will result in a highly effective score.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84-70% of achievement target with students meeting their individual benchmark grade wide will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	69-50% of achievement target with students meeting their individual benchmark grade wide will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49-0% of achievement target with students meeting their individual benchmark grade wide will result in an ineffective score.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Renaissance Learning, Inc.
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Renaissance Learning, Inc. and STAR Math Enterprise Renaissance Learning, Inc.
2	6(ii) School-wide measure computed locally	STAR Math Enterprise Renaissance Learning, Inc.
3	6(ii) School-wide measure computed locally	STAR Math Enterprise Renaissance Learning, Inc.

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.	Measures in this section will be used for achievement. Teachers will use a school-wide measure based on the total percentage of students in their grade-level who meet or exceed their individual achievement targets. The following HEDI will be used: 100-85% of students meeting their target grade-wide will result in as highly effective score;
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84-70% of students meeting their target grade-wide will result in an effective score;  
 69-50% of students meeting their target grade-wide will result in as developing score;  
 49-0% of students meeting their target grade-wide will result in an ineffective score;

See attached file for Table 3.13 for following HEDI structure and methodology.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100-85% of achievement target with students meeting their individual benchmark grade wide will result in a highly effective score.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84-70% of achievement target with students meeting their individual benchmark grade wide will result in an effective score.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	69-50% of achievement target with students meeting their individual benchmark grade wide will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49-0% of achievement target with students meeting their individual benchmark grade wide will result in an ineffective score.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Silver Creek - Developed 6th Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Silver Creek - Developed 7th Grade Science Assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade Science NYS Assessment; NYS Living Environment Regents

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.	Measures in this section will be used for achievement. Teachers for whom an individual (teacher-specific) achievement target(s) is needed, teachers will set the individual achievement target with the Principal’s approval based on locally determined assessments. The following HEDI will be used: 100-85% of students meeting their target will result in as highly effective score; 84-70% of students meeting their target will result in an effective score; 69-50% of students meeting their target will result in as developing score; 49-0% of students meeting their target will result in an ineffective score;
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See attached file for Table 3.13 for following HEDI structure and methodology.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100-85% of achievement target with students meeting their individual benchmark will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84-70% of achievement target with students meeting their individual benchmark will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	69-50% of achievement target with students meeting their individual benchmark will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49-0% of achievement target with students meeting their individual benchmark will result in an ineffective score.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Silver Creek - Developed 6th Grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Silver Creek - Developed 7th Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Silver Creek - Developed 8th Grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures in this section will be used for achievement. Teachers for whom an individual (teacher-specific) achievement target(s) is needed, teachers will set the individual achievement target with the Principal’s approval based on locally determined assessments. The following HEDI will be used: 100-85% of students meeting their target will result in as highly effective score; 84-70% of students meeting their target will result in an effective score; 69-50% of students meeting their target will result in as developing score; 49-0% of students meeting their target will result in an ineffective score; See attached file for Table 3.13 for following HEDI structure and methodology.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	100-85% of achievement target with students meeting their individual benchmark will result in a highly effective score.

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84-70% of achievement target with students meeting their individual benchmark will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	69-50% of achievement target with students meeting their individual benchmark will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49-0% of achievement target with students meeting their individual benchmark will result in an ineffective score.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Silver Creek - Developed 9th Grade Social Studies Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global History Geography Regents
American History	3) Teacher specific achievement or growth score computed locally	United States History Regents

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.	Measures in this section will be used for achievement. Teachers for whom an individual (teacher-specific) achievement target(s) is needed, teachers will set the individual achievement target with the Principal’s approval based on locally determined assessments. The following HEDI will be used: 100-85% of students meeting their target will result in as highly effective score; 84-70% of students meeting their target will result in an effective score; 69-50% of students meeting their target will result in as developing score; 49-0% of students meeting their target will result in an ineffective score; See attached file for Table 3.13 for following HEDI structure and methodology.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100-85% of achievement target with students meeting their individual benchmark will result in a highly effective score.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84-70% of achievement target with students meeting their individual benchmark will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	69-50% of achievement target with students meeting their individual benchmark will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49-0% of achievement target with students meeting their individual benchmark will result in an ineffective score.

### 3.9) High School Science

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

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

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

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.	Measures in this section will be used for achievement. Teachers for whom an individual (teacher-specific) achievement target(s) is needed, teachers will set the individual achievement target with the Principal's approval based on locally determined assessments. The following HEDI will be used: 100-85% of students meeting their target will result in as highly effective score; 84-70% of students meeting their target will result in an effective score; 69-50% of students meeting their target will result in as developing score; 49-0% of students meeting their target will result in an ineffective score; See attached file for Table 3.13 for following HEDI structure and methodology.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100-85% of achievement target with students meeting their individual benchmark will result in a highly effective score.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84-70% of achievement target with students meeting their individual benchmark will result in an effective score.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	69-50% of achievement target with students meeting their individual benchmark will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49-0% of achievement target with students meeting their individual benchmark will result in an ineffective score.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Common Core Algebra Regents and Integrated Algebra Regents Assessment
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 / Trigonometry Regents

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Measures in this section will be used for achievement. Teachers for whom an individual (teacher-specific) achievement target(s) is needed, teachers will set the individual achievement target with the Principal's approval based on locally determined assessments.</p> <p>Silver Creek will be offering the Integrated Algebra regents and Common Core Algebra Regents (to students enrolled in common core courses) with the higher of the two algebra regents being used for APPR purposes.</p> <p>The following HEDI will be used:  100-85% of students meeting their target will result in as highly effective score;  84-70% of students meeting their target will result in an effective score;  69-50% of students meeting their target will result in as developing score;</p>
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49-0% of students meeting their target will result in an ineffective score;  
See attached file for Table 3.13 for following HEDI structure and methodology.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100-85% of achievement target with students meeting their individual benchmark will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84-70% of achievement target with students meeting their individual benchmark will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	69-50% of achievement target with students meeting their individual benchmark will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49-0% of achievement target with students meeting their individual benchmark will result in an ineffective score.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Silver Creek - Developed 9th Grade English Language Arts Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Silver Creek - Developed 10th Grade English Language Arts Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Comprehensive English Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Measures in this section will be used for achievement. Teachers for whom an individual (teacher-specific) achievement target(s) is needed, teachers will set the individual achievement target with the Principal’s approval based on locally determined assessments.</p> <p>The following HEDI will be used: 100-85% of students meeting their target will result in as highly effective score; 84-70% of students meeting their target will result in an</p>
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effective score;  
 69-50% of students meeting their target will result in as developing score;  
 49-0% of students meeting their target will result in an ineffective score;  
 See attached file for Table 3.13 for following HEDI structure and methodology.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100-85% of achievement target with students meeting their individual benchmark will result in a highly effective score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84-70% of achievement target with students meeting their individual benchmark will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	69-50% of achievement target with students meeting their individual benchmark will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49-0% of achievement target with students meeting their individual benchmark will result in an ineffective score.

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art Kindergarten	5) District/regional/BOCES-developed	Silver Creek - Developed Kindergarten Art Assessment
Art Grade 1	5) District/regional/BOCES-developed	Silver Creek - Developed Grade 1 Art Assessment
Art Grade 2	5) District/regional/BOCES-developed	Silver Creek - Developed Grade 2 Art Assessment
Art Grade 3	5) District/regional/BOCES-developed	Silver Creek - Developed Grade 3 Art Assessment
Art Grade 4	5) District/regional/BOCES-developed	Silver Creek - Developed Grade 4 Art Assessment
Art Grade 5	5) District/regional/BOCES-developed	Silver Creek - Developed Grade 5 Art Assessment
Art Grade 6	5) District/regional/BOCES-developed	Silver Creek - Developed Grade 6 Art Assessment
Art Grade 7	5) District/regional/BOCES-developed	Silver Creek - Developed Grade 7 Art Assessment
Art Grade 8	5) District/regional/BOCES-developed	Silver Creek - Developed Grade 8 Art Assessment

Ceramics	5) District/regional/BOCES–developed	Silver Creek - Developed Ceramics Assessment
Studio Computer Graphics	5) District/regional/BOCES–developed	Silver Creek - Developed Studio Computer Graphics Assessment
Advanced Studio Computer Graphics	5) District/regional/BOCES–developed	Silver Creek - Developed Advanced Studio Computer Graphics Assessment
Drawing Painting	5) District/regional/BOCES–developed	Silver Creek - Developed Drawing Painting Assessment
Advanced Drawing Painting	5) District/regional/BOCES–developed	Silver Creek - Developed Advanced Drawing Painting Assessment
Photography	5) District/regional/BOCES–developed	Silver Creek - Developed Photography Assessment
Publications	5) District/regional/BOCES–developed	Silver Creek - Developed Publications Assessment
Studio Art	5) District/regional/BOCES–developed	Silver Creek - Developed Studio Art Assessment
Accounting	5) District/regional/BOCES–developed	Silver Creek - Developed Accounting Assessment
Business Law	5) District/regional/BOCES–developed	Silver Creek - Developed Business Law Assessment
Business Owner	5) District/regional/BOCES–developed	Silver Creek - Developed Business Owner Assessment

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.	Measures in this section will be used for achievement. Teachers for whom an individual (teacher-specific) achievement target(s) is needed, teachers will set the individual achievement target with the Principal’s approval based on locally determined assessments. Teachers will use a school-wide measure based on the total percentage of students in their grade-level who meet or exceed their individual achievement targets. Teachers will set the individual achievement target with the principal's approval. The following HEDI will be used: 100-85% of students (grade level where appropriate) meeting their target will result in as highly effective score; 84-70% of students (grade level where appropriate) meeting their target will result in an effective score; 69-50% of students (grade level where appropriate) meeting their target will result in as developing score; 49-0% of students (grade level where appropriate) meeting their target will result in an ineffective score; See attached file for Table 3.13 for following HEDI structure and methodology.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	100-85% of achievement target with students (grade level where appropriate) meeting their individual benchmark will result in a highly effective score.
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Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84-70% of achievement target with students (grade level where appropriate) meeting their individual benchmark will result in an effective score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	69-50% of achievement target with students (grade level where appropriate) meeting their individual benchmark will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49-0% of achievement target with students (grade level where appropriate) meeting their individual benchmark will result in an ineffective score.

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

assets/survey-uploads/12149/897335-Rp00l6pk1T/Silver Creek APPR - Section 03-12 All Other Courses - JULY 2014.docx

### 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/12149/897335-y92vNseFa4/Silver Creek APPR - Section 03-03 - HEDI TABLES LOCAL - MAY 2014.docx

### 3.14) Locally Developed Controls

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

(No response)

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

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

We will average the scores of teachers that have more than one locally selected measure. For example: if a second grade teacher earns 14 points on the ELA measure and 8 points on the Math measure, the final score will be 11 points, which is the average of 14 and 8. This would translate into the appropriate rating category. Rounding rules apply.

### 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
3.16) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
3.16) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

# 4. Other Measures of Effectiveness (Teachers)

Created Thursday, February 06, 2014

Updated Tuesday, May 13, 2014

## 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.)

4.1) Teacher Practice Rubric   Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
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Second Rubric, if applicable	(No response)
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### 4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be evaluated in each of the four domains of the Framework for Teaching Rubric created by Charlotte Danielson (2011 revised edition). The 60 points (of the 100 point total) will be based on the collection of evidence through multiple observations and a summative meeting which will result in the ratings for Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction and Domain 4: Professional Responsibilities. The multiple observations will occur throughout the school year and at least one of the observations will be unannounced. Direct feedback will be given when a supervisor has concerns about a teacher consistently performing.

Principals will require teachers to provide visual, oral, and/or written evidence during the summative meeting of all domains not observed during the multiple observations. All domains are from the Framework for Teaching Rubric created by Charlotte Danielson (2011 revised edition) that have the following domains: Domain 1 - Planning and Preparation, Domain 2 - The Classroom Environment, Domain 3 - Instruction and Domain 4 - Professional Responsibilities.

As a result of multiple observations and a summative meeting, Principals will assign a sub-score out of 15 for each domain, based on the preponderance of evidence; and these sub scores will be totaled for a score out of 60.

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

assets/survey-uploads/12179/984581-eka9yMJ855/Silver Creek APPR - Section 04-05 - Process for Assigning Points and Determining HEDI Ratings - MAR 2014\_1.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The teacher that has earned a total of 57-60 points from the multiple classroom observations and structured reviews of lesson plans, student portfolios and other teacher artifacts.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher that has earned a total of 51-56 points from the multiple classroom observations and structured reviews of lesson plans, student portfolios and other teacher artifacts.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher that has earned a total of 40-50 points from the multiple classroom observations and structured reviews of lesson plans, student portfolios and other teacher artifacts.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher that has earned a total of 0-39 points from the multiple classroom observations and structured reviews of lesson plans, student portfolios and other teacher artifacts.

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	51-56
Developing	40-50
Ineffective	0-39

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- 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

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, February 06, 2014

Updated Monday, May 12, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness  
(Teacher and Leader standards)

Highly  
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

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

Overall  
Composite Score

Highly Effective  
18-20  
18-20  
Ranges determined locally--see below  
91-100

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

Highly Effective	60-57
Effective	56-51
Developing	50-40
Ineffective	39-0

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

# 6. Additional Requirements - Teachers

Created Thursday, February 06, 2014

Updated Monday, June 23, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/984668-Df0w3Xx5v6/Silver Creek APPR - Section 06-02 - TIP updated - APR 2014.docx

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### APPEAL PROCESS FOR TEACHERS DESIGNATED AS "DEVELOPING" OR "INEFFECTIVE"

##### APPEAL PROCEDURE

All tenured and probationary employees who meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised with specificity

and within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such previously unknown ground(s). Any grounds not raised at the time the appeal is filed shall be deemed waived.

#### APPEAL PROCESS

Any unit member aggrieved by an APPR rating of either “ineffective or “developing” may challenge that APPR. In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated procedure, until the appeal process is concluded.

#### GROUND(S) FOR AN APPEAL

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;
- b. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;
- c. The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- d. The district’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.

#### TIME LIMITS

Time limits set forth in the procedure shall be strictly adhered to by all parties and persons. Any appeal not initiated or taken to the next step within these time limits will be considered settled on the basis of the last answer by the District. Time limits may be extended by mutual agreement of the District and the teacher, or his representative, if any, which agreement shall be in writing and signed by the teacher, or his representative, if any, and the District. Consent to an extension shall not be unreasonably withheld. All steps in the appeals process will be timely and expeditious in accordance with Education Law §3012-c.

#### STEPS FOR APPEAL PROCESS

The entire steps process will be completed within 60 school days.

##### Step 1

The teacher, with input and guidance from his/her SCTA representative, shall present his/her appeal, in writing, to his/her evaluator in an attempt to resolve it provided he/she does so within fifteen (15) school days of the date he/she is presented his/her summative evaluation, which shall include scores from all phases of the APPR. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

##### Step 2

Within ten (10) school days of receipt of an appeal, the administrator who issued the performance review must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the district’s response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the district, and any and all additional information submitted with the response, at the same time the school district files its response.

##### Step 3

If the teacher is not satisfied with the written response of the evaluator, then a meeting will be scheduled with the teacher, their union representative, peer coach, the evaluator and, if the evaluator chooses, another administrator. This meeting will occur within five (5) school days from the date of the written response in Step 2.

##### Step 4

If after the meeting, in Step 3, the teacher wishes to appeal the decision of the evaluator set forth above, the teacher shall present his/her appeal from the decision of the evaluator, in writing within 10 school days of the receipt of the decision, to the Superintendent of Schools, or his/her designee. When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged and the decision of the evaluator to the teacher’s appeal must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. A written decision on the merits of the appeal shall be rendered no later than ten (10) school days from the date upon which the teacher filed his or her appeal with the Superintendent of Schools. The decision shall set forth the reasons and factual basis for determination on each of the specific issues raised in the teacher’s appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by

substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator.

#### EXCLUSIVITY OF SECTION 3012-c APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

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

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

Silver Creek Central School District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete and individual performance review. The training will be provided by the Erie 2 BOCES Network Team who are authorized to train on behalf of an evaluation rubric approved by NYSED. The Superintendent will certify evaluators and maintain records of certification of evaluators. The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators. The initial training is 6 hours in length with 2 hour follow ups in subsequent years.

The training will include the following requirements for Lead Evaluators/Evaluators:

- 1) NYS Teaching Standards and their related elements and performance indicators or ISLLC Standards and their related functions;
- 2) Evidence-based observation techniques grounded in research;
- 3) Application and use of a student growth percentile and the value-added growth model;
- 4) Application and use of approved assessment tools used to evaluate teachers and principals;
- 5) Application and use of approved practice assessment tools used to evaluate teachers and principals;
- 6) Application and use of State-approved locally selected measures of student achievement;
- 7) Use of Statewide Instructional Reporting System;
- 8) Scoring methodology used to evaluate teachers and principals
- 9) Specific considerations in evaluating teachers and principals of ELLs and SWDs.

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

THESE TRAININGS ARE ONGOING AND WILL BE ATTENDED BY ADMINISTRATION AS REQUIRED.

### 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, January 08, 2014

Updated Monday, June 23, 2014

## Page 1

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

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

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

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

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

K-5
6-8
9-12

### 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(s) 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	Checked

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

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

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

State assessments, required if one exists  
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms  
 List of State-approved 3<sup>rd</sup> party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	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 Wednesday, January 08, 2014

Updated Tuesday, July 08, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	STAR Early Literacy Skills, STAR Reading, and STAR Math Enterprise Renaissance Learning, Inc.
6-8	(d) measures used by district for teacher evaluation	STAR Reading, and STAR Math Enterprise Renaissance Learning, Inc.
9-12	(d) measures used by district for teacher evaluation	All Regents Exams & Silver Creek Developed Course Specific Assessments

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Measures in this section will be used for achievement. Principals will set individual achievement targets with the Superintendent's approval.</p> <p>The following HEDI will be used:  100-85% of students meeting their target will result in as highly effective score;  84-70% of students meeting their target will result in an effective score;  69-50% of students meeting their target will result in as developing score;  49-0% of students meeting their target will result in an ineffective score;</p> <p>Both the integrated Algebra Regents and the NYS common core algebra regents will be offered to students enrolled in a common core course. The higher of the two scores will be used for APPR</p>
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purposes. The Comprehensive English Regents will be administered so long as permitted by NYSED.

See attached file for Table 8.1 for following HEDI structure and methodology.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	100-85% of achievement target with students meeting their individual benchmark will result in a highly effective score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	84-70% of achievement target with students meeting their individual benchmark will result in an effective score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	69-50% of achievement target with students meeting their individual benchmark will result in a developing score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	49-0% of achievement target with students meeting their individual benchmark will result in an ineffective score.

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 )

assets/survey-uploads/12190/897344-8o9AH60arN/Silver Creek APPR - Section 08-01 - HEDI TABLES LOCAL - JUNE 2014.docx

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

(No response)

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

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

We will average the scores of principals that have more than one locally selected measure. For example: if a principal earns 14 points on the ELA measure and 8 points on the Math measure, the final score will be 11 points, which is the average of 14 and 8. This would translate into the appropriate rating category. Rounding rules apply.

### 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

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8.5) Assurances   Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
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8.5) Assurances   Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check
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# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, February 18, 2014

Updated Monday, May 12, 2014

## Page 1

### 9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric   Rubric	Marshall's Principal Evaluation Rubric (2012 Revised Edition)
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Second rubric (if applicable)	(No response)
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### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

### 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.

Principals will be evaluated in each of the six domains of the Marshall Evaluation Rubric (2012 revised edition). The 60 points (of the 100 point total) will be based on the collection of evidence through multiple observations and a summative meeting which will result in the ratings for the domains. The multiple observations will occur throughout the school year and at least one of the observations will be unannounced. Direct feedback will be given when a supervisor has concerns about a principal consistently performing. The superintendent will require principals to provide visual, oral, and/or written evidence during the summative meeting of all domain sub-components not observed during the multiple observations. All domain sub-components are from the Marshall Evaluation Rubric (2012 revised edition).

As a result of multiple visits and a summative meeting, Principals will be assigned a sub-score out of 0-10 for each of the six domains, based on the preponderance of evidence; and these sub scores will be totaled for a score out of 60.

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

assets/survey-uploads/12205/1022588-pMADJ4gk6R/Silver Creek APPR - Section 09-07 - ASSIGNING HEDI POINTS - MAY 2014.docx

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

Highly Effective: Overall performance and results exceed standards.	The scores for this category range from 60-57.
Effective: Overall performance and results meet standards.	The scores for this category range from 56-51.
Developing: Overall performance and results need improvement in order to meet standards.	The scores for this category range from 50-40.
Ineffective: Overall performance and results do not meet standards.	The scores for this category range from 39-0.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60-57
Effective	56-51
Developing	50-40
Ineffective	39-0

## 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, February 18, 2014

Updated Monday, April 07, 2014

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	60-57
Effective	56-51
Developing	50-40
Ineffective	39-0

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

Where Value-Added growth measure applies  
Growth or Comparable Measures  
Locally-selected Measures of

growth or achievement  
Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

# 11. Additional Requirements - Principals

Created Tuesday, February 18, 2014

Updated Monday, June 23, 2014

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

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

assets/survey-uploads/12168/1022787-Df0w3Xx5v6/Silver Creek APPR - Section 11-02 - Principal Improvement Plan - APR 2014.docx

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Only a principal whose APPR rating is 'Ineffective' shall have the right to appeal the substance of the APPR.

2. By 15 business days from the receipt of the APPR composite rating, the principal must submit a written appeal which shall include all reasons for appealing the rating.

3. The appeal shall be heard by the Superintendent with a response to the appeal no more than 30 days after the receipt of the appeal. The principal shall be provided an opportunity to respond to any additional documentation presented to the Superintendent within 15 days.
4. Following a review of the appeal documentation, the Superintendent shall render a written decision affirming, modifying or rejecting the rating.
5. The Superintendent's decision regarding the appeal is final.

#### GROUNDINGS FOR AN APPEAL

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;
- b. The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;
- c. The district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;
- d. The district's failure to issue and/or implement the terms of the Principal's Improvement Plan, where applicable, as required under Education Law §3012-c.

THIS PROCESS WILL BE COMPLETED WITHIN 90 DAYS OF THE FILING OF THE APPEAL.

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

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

Silver Creek Central School District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete and individual performance review. The training will be provided by the Erie 2 BOCES Network Team who are authorized to train on behalf of an evaluation rubric approved by NYSED. The Superintendent will certify evaluators and maintain records of certification of evaluators. The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators. The initial training is 6 hours in length with 2 hour follow ups in subsequent years.

The training will include the following requirements for Lead Evaluators/Evaluators:

- 1) NYS Teaching Standards and their related elements and performance indicators or ISLLC Standards and their related functions;
- 2) Evidence-based observation techniques grounded in research;
- 3) Application and use of a student growth percentile and the value-added growth model;
- 4) Application and use of approved assessment tools used to evaluate teachers and principals;
- 5) Application and use of approved practice assessment tools used to evaluate teachers and principals;
- 6) Application and use of State-approved locally selected measures of student achievement;
- 7) Use of Statewide Instructional Reporting System;
- 8) Scoring methodology used to evaluate teachers and principals
- 9) Specific considerations in evaluating teachers and principals of ELLs and SWDs.

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

THESE TRAININGS ARE ONGOING AND WILL BE ATTENDED BY ADMINISTRATION AS REQUIRED.

### 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

# 12. Joint Certification of APPR Plan

Created Friday, February 07, 2014

Updated Monday, July 14, 2014

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## Page 1

### 12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/990527-3Uqgn5g9Iu/Silver Creek APPR - Section 12-01 - Joint Certification - JULY 2014.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.

**TABLE 2.11 - MEASURES IN THIS SECTION WILL BE USED FOR GROWTH**

1. Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, teachers will set the individual growth target with the principal’s approval based on locally determined assessments. The following HEDI will be used:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-86	85-66	65-51	50	49-48	47-46	45-44	43-42	41	40-39	38-37	36-35	34-18	17-16	15-14	13-12	11-10	9-8	7-6	5-4	3-0

2. Teachers for whom the school-wide results based on state assessments (group metric) are used, school-wide growth target is set by teachers and principal based on the baseline data from the previous year(s) test scores approved by the supervising administrator. The following process to determine HEDI will be used:

## ELEMENTARY SCHOOL GROUP METRIC (K-5):

The building's minimum rigor expectation for growth on the state assessments will utilize historical data from the prior school year in ELA, Math and Science in order to set a minimum rigor expectation for growth of the students scoring 2 or higher on these assessments. Teachers will receive a Growth score based on the attached HEDI Chart (already attached to APPR).

<b>EXAMPLE:</b>		<b>Scored a 2, 3, or 4</b>	
		<b>TOTAL TESTED</b>	<b>STUDENT TOTAL</b>
3 <sup>rd</sup> Grade ELA		<b>86</b>	<b>34</b>
4 <sup>th</sup> Grade ELA		<b>63</b>	<b>37</b>
5 <sup>th</sup> Grade ELA		<b>91</b>	<b>58</b>
3 <sup>rd</sup> Grade MATH		<b>86</b>	<b>42</b>
4 <sup>th</sup> Grade MATH		<b>65</b>	<b>43</b>
5 <sup>th</sup> Grade MATH		<b>90</b>	<b>61</b>
4 <sup>th</sup> Grade SCIENCE		<b>65</b>	<b>60</b>
<b>SUBTOTAL(#):</b>		<b>546</b>	<b>335</b>
<b>Yearly Average (%):</b>		<b>61.4</b>	

<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
100-86	85-76	75-62	61-60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-44	43-42	41-40	39-38	37-36	35-34	33-32	31-30	29-28	27-0

## MIDDLE SCHOOL GROUP METRIC (6-8):

The building's minimum rigor expectation for growth on the state assessments will utilize historical data from the prior school year in ELA, Math and Science in order to set a minimum rigor expectation for growth of the students scoring 2 or higher on these assessments. Teachers will receive a Growth score based on the attached HEDI Chart (already attached to APPR).

<b>EXAMPLE:</b>		<b>Scored a 2, 3, or 4</b>	
		TOTAL TESTED	STUDENT TOTAL
6 <sup>th</sup> Grade ELA		72	61
7 <sup>th</sup> Grade ELA		77	53
8 <sup>th</sup> Grade ELA		67	51
6 <sup>th</sup> Grade MATH		71	54
7 <sup>th</sup> Grade MATH		77	50
8 <sup>th</sup> Grade MATH		64	54
8 <sup>th</sup> Grade SCIENCE		53	50
<b>YEARLY SUBTOTAL(#):</b>		<b>481</b>	<b>373</b>
<b>YEARLY AVERAGE (%):</b>		<b>77.5</b>	

<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-91	90-83	82-78	77-76	75-74	73-72	71-70	69-68	67-66	65-64	63-62	61-60	59-58	57-56	55-54	53-52	51-50	49-48	47-46	45-44	43-0

## HIGH SCHOOL GROUP METRIC (9-12):

The building's minimum growth expectations on the state assessments will utilize historical data from the previous school years Regents Exams in order to set a minimum rigor expectation for growth of the students scoring a 65 or higher on these assessments. Teachers will set learning goals with their principals with these minimum targets in mind. Teachers will receive a Growth score based on the attached HEDI Chart (already attached to APPR).

(This measures the percentage of the students at 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades who scored proficient (65 or greater) on end of course state assessments in current year. The below example illustrates the three year average from the previous three school years as reported in the NYS school report card which is how the current year scale was developed. The current year percentage will be rounded to the nearest percent.)

### THREE YEAR AVERAGE EXAMPLE:

	3 Years Prior		2 Years Prior		Previous School Year		Current School Year	
	TOTAL TESTED	STUDENT TOTAL	TOTAL TESTED	STUDENT TOTAL	TOTAL TESTED	STUDENT TOTAL		
COMPREHENSIVE ENGLISH REGENTS	69	78	79	86	63	71		
INTEGRATED ALGEBRA REGENTS	96	121	91	115	51	59		
COMMON CORE ALGEBRA REGENTS								
ALGEBRA 2 / TRIGONOMETRY REGENTS	16	32	27	64	40	65		
GEOMETRY					81	97		
GLOBAL HISTORY & GEOGRAPHY REGENTS	63	82	74	85	68	81		
US HISTORY & GOVERNMENT REGENTS	64	71	66	71	64	69		
LIVING ENVIRONMENT REGENTS	135	145	94	110	59	70		
EARTH SCIENCE REGENTS	3	5	68	75	66	81		
CHEMISTRY REGENTS	24	29	30	35	25	33		
PHYSICS REGENTS	15	20	9	13	10	18		
YEARLY SUBTOTAL(#):	485	583	538	654	527	644		
YEARLY AVERAGE (%):	83		82		82			
THREE YEAR AVERAGE (%):	82							

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-91	90-86	85-81	80-78	77-76	75-74	73	72-71	70	69	68	67	66-60	59-50	49-40	39-30	29-25	24-20	19-15	14-10	9-0

**TABLE 4.5 – PROCESS FOR ASSIGNING POINTS AND DETERMINING HEDI RATINGS (TEACHERS)**

Teachers will be evaluated in each of the four domains of the Framework for Teaching Rubric created by Charlotte Danielson (2011 revised edition). The 60 points (of the 100 point total) will be based on the collection of evidence through multiple observations and a summative meeting which will result in the ratings for Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction and Domain 4: Professional Responsibilities. The multiple observations will occur throughout the school year and at least one of the observations will be unannounced. Direct feedback will be given when a supervisor has concerns about a teacher consistently performing.

Principals will require teachers to provide visual, oral, and/or written evidence during the summative meeting of all domains not observed during the multiple observations. All domains are from the Framework for Teaching Rubric created by Charlotte Danielson (2011 revised edition) that have the following domains: Domain 1 - Planning and Preparation, Domain 2 - The Classroom Environment, Domain 3 - Instruction and Domain 4 - Professional Responsibilities. As a result of multiple observations and a summative meeting, Principals will assign a sub-score out of 15 for each domain, based on the preponderance of evidence; and these sub scores will be totaled for a score out of 60.

	<b>15 PT</b>		<b>60 PT</b>
Highly Effective	15		57-60
	14		
Effective	13		51-56
	12		
	11		
	10		
	9		
	8		
Developing	7		40-50
	6		
	5		
	4		
	3		
Ineffective	2		0-39
	1		
	0		

**TABLE 3.3 AND 3.13 – HEDI FOR LOCAL MEASURES (TEACHERS)**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-85	84	83	82	81	80	79-77	76-75	74-72	71-70	69-66	65-62	61-59	58-56	55-53	52-50	49-44	43-31	30-0

	CONVERSION TABLE	
	20 PT	15 PT
Highly Effective	20	15
	19	14
	18	14
Effective	17	13
	16	12
	15	11
	14	10
	13	10
	12	9
	11	9
	10	8
	9	8
Developing	8	7
	7	6
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

### Form 3.12) All Other Courses

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

	<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
BUS	Software Applications	5) District/regional/BOCES – Developed	Silver Creek – Developed Software Applications Assessment
ELA	English Language Arts 9 Honors	5) District/regional/BOCES – Developed	Silver Creek – Developed English Language Arts 9 Honors Assessment
ELA	English Language Arts 10 Honors	3) Teacher specific achievement/growth score computed locally	NYS Comprehensive English Regents
ELA	English Language Arts 12	5) District/regional/BOCES – Developed	Silver Creek – Developed English Language Arts 12 Assessment
ELA	English 1510/1530	5) District/regional/BOCES – Developed	Silver Creek – Developed English 1510/1530 Assessment
ELA	English AP	4) State approved 3 <sup>rd</sup> Party	AP English Exam
ELA	Creative Writing	5) District/regional/BOCES – Developed	Silver Creek – Developed Creative Writing Assessment
ELA	Reading teachers who are not teachers of record for 4 <sup>th</sup> graders, but teach K-5	6(ii) School wide measure computed locally	STAR Reading Enterprise
ELA	Reading teachers who are not teachers of record for 5 <sup>th</sup> -8 <sup>th</sup> graders but are 6-8	6(ii) School wide measure computed locally	STAR Reading Enterprise
ELA	Reading teachers who are teachers of record for 4 <sup>th</sup> -8 <sup>th</sup> graders	6(ii) School wide measure computed locally	STAR Reading Enterprise
F&C	Family and Consumer Science 6	5) District/regional/BOCES – Developed	Silver Creek – Developed Family and Consumer Science 6 Assessment
F&C	Family and Consumer Science 7	5) District/regional/BOCES – Developed	Silver Creek – Developed Family and Consumer Science 7 Assessment
F&C	Family and Consumer Science 8	5) District/regional/BOCES – Developed	Silver Creek – Developed Family and Consumer Science 8 Assessment
LIB	Library K	5) District/regional/BOCES – Developed	Silver Creek – Developed Kindergarten Library Assessment
LIB	Library 1	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 1 Library Assessment
LIB	Library 2	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 2 Library Assessment
LIB	Library 3	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 3 Library Assessment
LIB	Library 4	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 4 Library Assessment
LIB	Library 5	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 5 Library Assessment
LOTE	Seneca 7	5) District/regional/BOCES – Developed	Silver Creek – Developed Seneca 7 Assessment
LOTE	Seneca 8	5) District/regional/BOCES – Developed	Silver Creek – Developed Seneca 8 Assessment
LOTE	Seneca II	5) District/regional/BOCES – Developed	Silver Creek – Developed Seneca II Assessment
LOTE	Seneca III	5) District/regional/BOCES – Developed	Silver Creek – Developed Seneca III Assessment
LOTE	Seneca IV	5) District/regional/BOCES – Developed	Silver Creek – Developed Seneca IV Assessment
LOTE	Spanish 7	5) District/regional/BOCES – Developed	Silver Creek – Developed Spanish 7 Assessment

	<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
LOTE	Spanish 8	5) District/regional/BOCES – Developed	Silver Creek – Developed Spanish 8 Assessment
LOTE	Spanish I	5) District/regional/BOCES – Developed	Silver Creek – Developed Spanish I Assessment
LOTE	Spanish II	5) District/regional/BOCES – Developed	Silver Creek – Developed Spanish II Assessment
LOTE	Spanish III	5) District/regional/BOCES – Developed	Silver Creek – Developed Spanish III Assessment
LOTE	Spanish IV	5) District/regional/BOCES – Developed	Silver Creek – Developed Spanish IV Assessment
LOTE	French 8	5) District/regional/BOCES – Developed	Silver Creek – Developed French 8 Assessment
LOTE	French III	5) District/regional/BOCES – Developed	Silver Creek – Developed French III Assessment
LOTE	French IV	5) District/regional/BOCES – Developed	Silver Creek – Developed French IV Assessment
LOTE	ESL	5) District/regional/BOCES – Developed	Silver Creek – Developed ESL Assessment
MATH	Accelerated Geometry 9	3) Teacher specific achievement/growth score computed locally	NYS Geometry Regents
MATH	Math 12 Pre-Calculus	5) District/regional/BOCES – Developed	Silver Creek – Developed Math 12 Pre-Calculus Assessment
MATH	Accelerated Pre-Calculus	5) District/regional/BOCES – Developed	Silver Creek – Developed Accelerated Pre-Calculus Assessment
MATH	Calculus AP	4) State approved 3 <sup>rd</sup> Party	AP Calculus Exam
MUSIC	Music K	5) District/regional/BOCES – Developed	Silver Creek – Developed Kindergarten Music Assessment
MUSIC	Music 1	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 1 Music Assessment
MUSIC	Music 2	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 2 Music Assessment
MUSIC	Music 3	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 3 Music Assessment
MUSIC	Music 4	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 4 Music Assessment
MUSIC	Music 5	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 5 Music Assessment
MUSIC	Music 6	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 6 Music Assessment
MUSIC	Music 7	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 7 Music Assessment
MUSIC	Music 8	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 8 Music Assessment
MUSIC	Elementary Instrumental	5) District/regional/BOCES – Developed	Silver Creek – Developed Elementary Instrumental Assessment
MUSIC	General Music	5) District/regional/BOCES – Developed	Silver Creek – Developed General Music Assessment
MUSIC	Guitar	5) District/regional/BOCES – Developed	Silver Creek – Developed Guitar Assessment
MUSIC	Middle School Chorus	5) District/regional/BOCES – Developed	Silver Creek – Developed Middle School Chorus Assessment
MUSIC	Middle School Band	5) District/regional/BOCES – Developed	Silver Creek – Developed Middle School Band Assessment
MUSIC	Piano	5) District/regional/BOCES – Developed	Silver Creek – Developed Piano Assessment

	<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
MUSIC	Senior Band	5) District/regional/BOCES – Developed	Silver Creek – Developed Senior Band Assessment
MUSIC	Senior Chorus	5) District/regional/BOCES – Developed	Silver Creek – Developed Senior Chorus Assessment
MUSIC	Senior High Band	5) District/regional/BOCES – Developed	Silver Creek – Developed Senior High Band Assessment
PE	Physical Education K	5) District/regional/BOCES – Developed	Silver Creek – Developed Kindergarten Physical Education Assessment
PE	Physical Education 1	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 1 Physical Education Assessment
PE	Physical Education 2	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 2 Physical Education Assessment
PE	Physical Education 3	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 3 Physical Education Assessment
PE	Physical Education 4	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 4 Physical Education Assessment
PE	Physical Education 5	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 5 Physical Education Assessment
PE	Physical Education 6	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 6 Physical Education Assessment
PE	Physical Education 7	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 7 Physical Education Assessment
PE	Physical Education 8	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 8 Physical Education Assessment
PE	Physical Education High School	5) District/regional/BOCES – Developed	Silver Creek – Developed High School Physical Education Assessment
SCI	Science 4	3) Teacher specific achievement/growth score computed locally	NYS Grade 4 Science
SCI	Science 5	5) District/regional/BOCES – Developed	Silver Creek – Developed Science 5 Assessment
SCI	Health 8	5) District/regional/BOCES – Developed	Silver Creek – Developed Health 8 Assessment
SCI	Health 10	5) District/regional/BOCES – Developed	Silver Creek – Developed Health 10 Assessment
SCI	Biology AP	4) State approved 3 <sup>rd</sup> Party	AP Biology Exam
SCI	Field Biology / Ecology	5) District/regional/BOCES – Developed	Silver Creek – Developed Field Biology/Ecology Assessment
SCI	Environmental Systems	5) District/regional/BOCES – Developed	Silver Creek – Developed Environmental Systems Assessment
SE	K—5 Special Education	4) State approved 3 <sup>rd</sup> Party Assessments	STAR Reading Enterprise; STAR Early Literacy Enterprise; STAR Mathematics Enterprise
SE	6 – 8 Special Education	4) State approved 3 <sup>rd</sup> Party Assessments	STAR Reading Enterprise; STAR Mathematics Enterprise
SS	Social Studies 4	5) District/regional/BOCES – Developed	Silver Creek – Developed Social Studies 4 Assessment
SS	Social Studies 5	5) District/regional/BOCES – Developed	Silver Creek – Developed Social Studies 5 Assessment
SS	Advanced Global History 9	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 9 Advanced Global History Assessment
SS	General Economics 12	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 12 General Economics Assessment
SS	General Government 12	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 12 General Government Assessment
SS	Government and Politics AP	4) State approved 3 <sup>rd</sup> Party	AP Government and Politics Exam

	<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
SS	Advanced European History	3) Teacher specific achievement/growth score computed locally	NYS Global History & Geography Regents
SS	US History AP	3) Teacher specific achievement/growth score computed locally	NYS United States History Regents
SS	Psychology	5) District/regional/BOCES – Developed	Silver Creek – Developed Psychology Assessment
SS	Psychology AP	5) District/regional/BOCES – Developed	Silver Creek – Developed Psychology AP Assessment
SS	Women Studies	5) District/regional/BOCES – Developed	Silver Creek – Developed Women Studies Assessment
TECH	Technology 6	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 6 Technology Assessment
TECH	Technology 7	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 7 Technology Assessment
TECH	Technology 8	5) District/regional/BOCES – Developed	Silver Creek – Developed Grade 8 Technology Assessment
TECH	Design & Drawing / CADD 1	5) District/regional/BOCES – Developed	Silver Creek – Developed Design & Drawing / CADD 1 Assessment
TECH	CADD Year 2	5) District/regional/BOCES – Developed	Silver Creek – Developed CADD Year 2 Assessment

**TABLE 3.3 AND 3.13 – HEDI FOR LOCAL MEASURES (TEACHERS)**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-85	84	83	82	81	80	79-77	76-75	74-72	71-70	69-66	65-62	61-59	58-56	55-53	52-50	49-44	43-31	30-0

	CONVERSION TABLE	
	20 PT	15 PT
Highly Effective	20	15
	19	14
	18	14
Effective	17	13
	16	12
	15	11
	14	10
	13	10
	12	9
	11	9
	10	8
	9	8
Developing	8	7
	7	6
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

# **Teacher Improvement Plan**

## **Purpose and Intent of a Teacher Improvement Plan**

A teacher improvement plan provides teachers with organizational support and assistance to teachers who are not meeting the district's teaching standards. This track demonstrates the district's commitment to quality teaching by providing a supported, structured, and focused system of assistance to ensure that every staff member is meeting district standards.

## **Awareness Phase**

Awareness is the first stage where an administrator identifies a specific concern or set of concerns.

In some circumstances, a teacher may indicate to their administrator that they have an area of concern about their own teaching. In these instances the teacher may conference with their supervising administrator to identify the concern.

Both verbal and written communication about administrative concerns should resolve most issues. The awareness phase begins when the concern is brought to the attention of the teacher using the district's Teacher Improvement Plan Awareness Form.

The concern should be identified referencing the Danielson Framework and the specific performance issue(s) in question. Goals will be defined, and clear criteria for success will be identified on the form.

The principal will meet with the teacher to discuss the completed form. The teacher may have SCTA representation at this meeting.

The awareness phase will not exceed a full calendar year. It may be provided a shorter interval depending on the nature of the problem. The building principal will consult with the teacher and determine the appropriate time interval for the awareness phase.

Typically, the awareness phase would end in three possible ways:

1. The concern is addressed by the teacher, and the performance improves, and the teacher continues within the Tenured Teacher Plan of the APPR.
2. The teacher and/or administrator agree that more time is needed in this phase, and the awareness time is extended.
3. The administrator makes a determination that the teacher has not made satisfactory progress, and the teacher is moved into the assistance phase.

This form identifies specific domains and/or components to clearly define the area of concern.

## Teacher in Need of Improvement – Awareness Form

Teacher Name: \_\_\_\_\_

Principal/Administrator: \_\_\_\_\_

Date: \_\_\_\_\_

Building: \_\_\_\_\_

Identified Concern:

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Domain and Component	Performance Goals	Timeframe	Support Structures and Strategies	Evidence of Progress

Mr./Ms. \_\_\_\_\_

has satisfied the above performance goals within the specified time frame.

has not satisfied the above performance goals, but will continue in the awareness phase.

has not satisfied the above performance goals, and will move into the assistance phase.

Mr./Ms. \_\_\_\_\_

will resume their participation in the tenured teacher track of the district's APPR.

will not resume their participation in the tenured teacher track of the district's APPR.

Signed,

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Administrator

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Date

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Teacher

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Date

This form will be kept in the employee's personnel file for one year, and will be removed from the file on \_\_\_\_\_(date) unless the employee is moved into the assistance phase.

### **Assistance Phase (Do we differentiate between Skill and Intensive Assistance?)**

This stage begins a more specific and intensive involvement between the teacher and the Teacher In Need of Improvement Team.

#### **How is it initiated?**

At the end of the awareness phase, the administrator will complete the bottom portion of the Awareness Form, and will indicate and share the status of the teacher's progress in a conference with the teacher. A teacher who has not satisfied the performance goals may be placed in the assistance phase by the administrator.

Team will be comprised of:

1. Teacher in need of improvement
2. Assistance Phase Lead Administrator (chair)
3. Supervising administrator (who oversaw the awareness phase of the TIP)
4. SCTA representative
5. Peer Coach

The assistance phase will not exceed a full calendar year. Peer Coach stipend will be prorated at 1/10 of full year, on the basis of the time frame.

Team members will:

- Link with a peer coach program
- Participate in review conferences on a monthly or bi-monthly basis (dependent upon identified concern)
- Participate in end of year conference
- Keep strict confidentiality relating to all aspects of their involvement in the TIP
- Classroom observations will be conducted by administrative team members, and the peer coach

#### **PEER COACH**

Peer coach will be selected through the following process:

1. District will select five teachers, in order of preference, as possible candidates.
2. SCTA president will approach the candidates individually, in order of district's preference, until two teachers are willing to be possible candidates. The identity of the teacher in need of improvement will be kept confidential throughout this process.
3. Teacher in Need of Improvement will select one of the two possible candidates. This person becomes the peer coach.

While specific peer coach responsibilities may vary from situation to situation, the primary role of the peer coach will include:

- Providing confidential support to help the teacher in need of improvement meet the goals set forth in the TIP.
- Meeting with the teacher in need of improvement a minimum of once per week.
- Providing a minimum of two clinical observations (not evaluative in nature). The observation will only be shared with the teacher in need of improvement.
- Offering suggestions to improve teacher performance in areas of concern.
- Not evaluation of the teacher in need of improvement, but to help guide the teacher's improvement as defined by the plan.
- Not providing evaluative evidence in the team meetings, but attending the meetings as a listener and a possible resource for solutions to identified concern(s).
- Attend training and workshops appropriate to their role.

### **ADMINISTRATIVE ROLES**

The building principal/supervising administrator will continue to evaluate the Teacher in Need of Improvement during the TIP Assistance Phase. This evaluation will consist of classroom observation(s) and pre- and post- conferences with the teacher. A comprehensive evaluation form will be completed by the building principal/supervising administrator at the end of the year.

The Chair (Assistance Phase Lead Administrator) will coordinate all activities associated with the Assistance Phase, including:

- Forming the team
- Drafting the plan
- Selection of the Peer Coach
- Notifying participants of the team membership
- Setting meeting times and agendas

## Teacher in Need of Improvement – Assistance Phase Form

Teacher Name: \_\_\_\_\_

Team Members: \_\_\_\_\_, Lead Administrator/Chair  
 \_\_\_\_\_, SCTA Representative  
 \_\_\_\_\_, Peer Coach  
 \_\_\_\_\_, Supervising Administrator

Date: \_\_\_\_\_

Building: \_\_\_\_\_

Identified Concern:

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Domain and Component	Performance Goals	Timeframe	Support Structures and Strategies	Evidence of Progress

Mr./Ms. \_\_\_\_\_

has satisfied the above performance goals within the specified time frame

has not satisfied the above performance goals, but will continue in the awareness phase

has not satisfied the above performance goals, and will move into the assistance phase

Mr./Ms. \_\_\_\_\_

will resume their participation in the tenured teacher track of the district's APPR.

will not resume their participation in the tenured teacher track of the district's APPR.

Signed,

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Disciplinary Phase:**

Data obtained during the assistance or awareness phase will not be used against the teacher UNLESS there was no resolution to the district's concern(s), and the teacher is moved into the disciplinary phase.

The Teacher in Need of Improvement Plan is not intended as a restriction on the District's right to take appropriate disciplinary action for teacher misconduct without prior resort to either the Awareness Phase or the Assistance Phase.

**TABLE 8.1 – HEDI FOR LOCAL MEASURES FOR ACHIEVEMENT (PRINCIPALS)**

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-85	84	83	82	81	80	79-77	76-75	74-72	71-70	69-66	65-62	61-59	58-56	55-53	52-50	49-44	43-31	30-0

**ELEMENTARY SCHOOL ACHIEVEMENT METRIC (K-5):**

The building's achievement metric will be based on the achievement results of the individual students school-wide based on the listed assessments.

Rounding rules will apply.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-85	84	83	82	81	80	79-77	76-75	74-72	71-70	69-66	65-62	61-59	58-56	55-53	52-50	49-44	43-31	30-0

HIGHLY EFFECTIVE		EFFECTIVE							DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	
100-90	89-85	84-83	82-81	80-77	76-75	74-72	71-70	69-62	61-59	58-56	55-53	52-50	49-44	43-31	30-0	

### MIDDLE SCHOOL ACHIEVEMENT METRIC (6-8):

The building's achievement metric will be based on the achievement results of the individual students school-wide based on the listed assessments.

Rounding rules will apply.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-85	84	83	82	81	80	79-77	76-75	74-72	71-70	69-66	65-62	61-59	58-56	55-53	52-50	49-44	43-31	30-0

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-90	89-85	84-83	82-81	80-77	76-75	74-72	71-70	69-62	61-59	58-56	55-53	52-50	49-44	43-31	30-0

### HIGH SCHOOL ACHIEVEMENT METRIC (9-12):

The building's achievement metric will be based on the achievement results of the individual students school-wide based on the listed assessments.

Rounding rules will apply.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90-85	84	83	82	81	80	79-77	76-75	74-72	71-70	69-66	65-62	61-59	58-56	55-53	52-50	49-44	43-31	30-0

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-90	89-85	84-83	82-81	80-77	76-75	74-72	71-70	69-62	61-59	58-56	55-53	52-50	49-44	43-31	30-0

## **TABLE 9.7 – PROCESS FOR ASSIGNING POINTS AND DETERMINING HEDI RATINGS (PRINCIPALS)**

Principals will be evaluated in each of the six domains of the Marshall Evaluation Rubric (2012 revised edition). The 60 points (of the 100 point total) will be based on the collection of evidence through multiple observations and a summative meeting which will result in the ratings for the domains. The multiple observations will occur throughout the school year and at least one of the observations will be unannounced. Direct feedback will be given when a supervisor has concerns about a principal consistently performing.

The superintendent will require principals to provide visual, oral, and/or written evidence during the summative meeting of all domain sub-components not observed during the multiple observations. All domain subcomponents are from the Marshall Evaluation Rubric (2012 revised edition).

As a result of the observations and summative meeting, Principals will assign a sub-score out of 10 for each domain and these sub scores will be totaled for a score out of 60.

<b>RUBRIC SCORE</b>	<b>60 POINT SCORE</b>	<b>HEDI LEVEL</b>	<b>RUBRIC SCORE</b>	<b>60 POINT SCORE</b>	<b>HEDI LEVEL</b>
60	60	Highly Effective	37	37	Ineffective
59	59	Highly Effective	36	36	Ineffective
58	58	Highly Effective	35	35	Ineffective
57	57	Highly Effective	34	34	Ineffective
56	56	Effective	33	33	Ineffective
55	55	Effective	32	32	Ineffective
54	54	Effective	31	31	Ineffective
53	53	Effective	30	30	Ineffective
52	52	Effective	29	29	Ineffective
51	51	Effective	28	28	Ineffective
50	50	Developing	27	27	Ineffective
49	49	Developing	26	26	Ineffective
48	48	Developing	25	25	Ineffective
47	47	Developing	24	24	Ineffective
46	46	Developing	23	23	Ineffective
45	45	Developing	22	22	Ineffective
44	44	Developing	21	21	Ineffective
43	43	Developing	20	20	Ineffective
42	42	Developing	19	18	Ineffective
41	41	Developing	18	14	Ineffective
40	40	Developing	17	10	Ineffective
39	39	Ineffective	16	6	Ineffective
38	38	Ineffective	0-15	0	Ineffective

	<b>10 PT</b>
Highly Effective	10
	9
Effective	8
	7
	6
Developing	5
	4
	3
Ineffective	2
	1
	0

## **APPENDIX C: PRINCIPAL IMPROVEMENT PLAN**

### **PURPOSE:**

A Principal Improvement Plan provides organizational support and assistance to Principals who are not meeting the district's standards based on the result of receiving an APPR composite rating of Ineffective or Developing. The plan demonstrates the district's commitment to quality leadership by providing a supported, structured, and focused system of assistance to ensure that every Principal is meeting district standards.

### **AWARENESS PHASE:**

Awareness is the first stage where the Superintendent identifies a specific concern or set of concerns.

In some circumstances, a principal may indicate to the Superintendent that they have an area of concern about their own leadership. In these instances the Principal may conference with the Superintendent to identify the concern.

Both verbal and written communication about administrative concerns should resolve most issues. The awareness phase begins when the concern is brought to the attention of the principal using the district's Principal Improvement Plan Awareness form.

The concern should be identified referencing the Marshall's Principal Evaluation Rubric (2012 Revised Edition) and the specific performance issue(s) in question. Goals will be defined, and clear criteria will be identified on the form.

The Superintendent will meet with the principal to discuss the completed form. The principal may have representation at the meeting.

The awareness phase will not exceed a full calendar year. It may be provided a shorter interval depending on the nature of the issue. The superintendent will consult with the principal and determine the appropriate time interval for the awareness phase.

Typically, the awareness phase would end in three possible ways:

1. The concern is addressed by the principal, and the performance improves, and the principal continues within the APPR process.
2. The principal and superintendent agree that more time is needed in this phase and the awareness phase time is extended.
3. The superintendent makes a determination that the principal has not made satisfactory progress, and the principal is moved into the assistance phase.

This form identifies specific domain and/or components to clearly define the area of concern.

**PRINCIPAL IMPROVEMENT PLAN: AWARENESS PHASE FORM**

**PRINCIPAL NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**BUILDING:** \_\_\_\_\_

**BUILDING:** \_\_\_\_\_

**IDENTIFIED CONCERN(S):**

<b>Marshall Subcomponent</b>	<b>Performance Goal(s)</b>	<b>Timeline</b>	<b>Support Structures and Strategies</b>	<b>Evident of Progress</b>

Mr./ Mrs. \_\_\_\_\_

- has satisfied the above performance goals within the specified time frame.
- has not satisfied the above performance goals, but will continue in the awareness phase.
- has not satisfied the above performance goals, and will move into the assistance phase.

Mr./ Mrs. \_\_\_\_\_

- will resume their participation in the APPR process.
- will not resume their participation in the APPR process.

\_\_\_\_\_  
PRINCIPAL SIGNATURE

\_\_\_\_\_  
DATE OF SIGNATURE

\_\_\_\_\_  
SUPERINTENDENT SIGNATURE

\_\_\_\_\_  
DATE OF SIGNATURE

This form will be kept in the employee's personnel file for one year, and will be removed from the file on \_\_\_\_\_(date) unless the employee is moved into the assistance phase.

### **ASSISTANCE PHASE:**

This stage begins a more specific and intensive involvement between the principal and the superintendent.

At the end of the awareness phase, the superintendent will complete the bottom portion of the Awareness form, and will indicate and share the status of the principal's progress in a conference with the principal. A principal who has not satisfied the performance goals may be placed in the assistance phase by the superintendent.

The assistance phase will not exceed a full calendar year.

### **DISCIPLINARY PHASE:**

Data obtained during the awareness or assistance phase will not be used against the principal UNLESS there was no resolution to the district's concern(s), and the principal is moved into the disciplinary phase.

The Principal Improvement Plan is not intended as a restriction on the District's right to take appropriate disciplinary action for principal misconduct without prior resort to either the Awareness Phase or the Assistance Phase.

**PRINCIPAL IMPROVEMENT PLAN: ASSISTANCE PHASE FORM**

**PRINCIPAL NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**BUILDING:** \_\_\_\_\_

**BUILDING:** \_\_\_\_\_

**IDENTIFIED CONCERN(S):**

<b>Marshall Subcomponent</b>	<b>Performance Goal(s)</b>	<b>Timeline</b>	<b>Support Structures and Strategies</b>	<b>Evident of Progress</b>

Mr./ Mrs. \_\_\_\_\_

- has satisfied the above performance goals within the specified time frame.
- has not satisfied the above performance goals, but will continue in the awareness phase.
- has not satisfied the above performance goals, and will move into the assistance phase.

Mr./ Mrs. \_\_\_\_\_

- will resume their participation in the APPR process.
- will not resume their participation in the APPR process.

\_\_\_\_\_  
PRINCIPAL SIGNATURE

\_\_\_\_\_  
DATE OF SIGNATURE

\_\_\_\_\_  
SUPERINTENDENT SIGNATURE

\_\_\_\_\_  
DATE OF SIGNATURE

This form will be kept in the employee's personnel file for one year, and will be removed from the file on \_\_\_\_\_(date) unless the employee is moved into the assistance phase.

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

**Signatures, dates**

Superintendent Signature: Daniel Ljiljanich Date: 7/14/14



Teachers Union President Signature: Thomas Buczkowski Date: 7/14/14



Principals Signature: Warren Scott Rudnicki (ES); Paula Troutman (MS); James Klubek (HS) Date: 7/14/14



Board of Education President Signature: Martha Howard Date: 7/14/14

