



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

Commissioner of Education
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November 19, 2012

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 for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: David O'Rourke

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, August 07, 2012

Updated Tuesday, October 09, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

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) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, July 26, 2012

Updated Friday, November 16, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

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

Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, the following HEDI will be used:
 85-100% of students meeting their target will result in a highly effective score;
 70-84% of students meeting their target will result in an effective score;
 50-69% of students meeting their target will result in a developing score;
 0-49% 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, the following HEDI structure and methodology will be used:
 The building's minimum growth expectations on the state assessments will utilize historical data from the 2009-2012 school years in ELA, Math and Science in order to set a minimum growth of 60% of the students scoring 3 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).
 See attached file Table for 2.11

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

85-100% 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).

70-84% 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).

50-69% 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).

0-49% 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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, the following HEDI will be used: 85-100% of students meeting their target will result in a highly effective score; 70-84% of students meeting their target will result in an effective score; 50-69% of students meeting their target will result in a developing score; 0-49% 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, the following HEDI structure and methodology will be used: The building's minimum growth expectations on the state assessments will utilize historical data from the 2009-2012 school years in ELA, Math and Science in order to set a minimum growth of 60% of the students scoring 3 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). See attached file Table for 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% 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).	70-84% 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).	50-69% 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).	0-49% 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	District, regional or BOCES-developed assessment	6th Grade Science District Assessment
7	District, regional or BOCES-developed assessment	7th Grade Science District Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, the following HEDI will be used: 85-100% of students meeting their target will result in a highly effective score; 70-84% of students meeting their target will result in an effective score; 50-69% of students meeting their target will result in a developing score; 0-49% of students meeting their target will result in an ineffective score; See attached file in Table 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% 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).	70-84% 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).	50-69% 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).	0-49% 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	District, regional or BOCES-developed assessment	6th Social Studies District Assessment
7	District, regional or BOCES-developed assessment	7th Social Studies District Assessment
8	District, regional or BOCES-developed assessment	8th Social Studies District Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, the following HEDI will be used: 85-100% of students meeting their target will result in a highly effective score; 70-84% of students meeting their target will result in an effective score; 50-69% of students meeting their target will result in a developing score; 0-49% of students meeting their target will result in an ineffective score; See attached file in Table 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meeting their target will result in a highly effective score;
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meeting their target will result in an effective score;

Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meeting their target will result in a developing score;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% 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	Composite of all Regents Exams given (see chart 2.11).

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, the following HEDI will be used: 85-100% of students meeting their target will result in a highly effective score; 70-84% of students meeting their target will result in an effective score; 50-69% of students meeting their target will result in a developing score; 0-49% of students meeting their target will result in an ineffective score;</p> <p>With teachers for whom the school-wide results based on state assessments (group metric) is used, the following HEDI structure and methodology will be used:</p> <p>The building's minimum growth expectations on the state assessments will utilize historical data from the 2009-2012 school years in Comprehensive English, Integrated Algebra, Algebra 2/Trigonometry, Global History and Geography, U.S. History and Government, Living Environment, Earth Science, Chemistry, and Physics in order to set a minimum growth of 83% 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</p>
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score based on the attached HEDI Chart (already attached to APPR).

See attached file Table for 2.11

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

85-100% of students meeting their target will result in a highly effective score;

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

70-84% of students meeting their target will result in an effective score;

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

50-69% of students meeting their target will result in a developing score;

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

0-49% 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 student performance.

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

Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, the following HEDI will be used:

85-100% of students meeting their target will result in a highly effective score;

70-84% of students meeting their target will result in an effective score;

50-69% of students meeting their target will result in a developing score;

0-49% 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) is used, the following HEDI structure and methodology will be used:

The building's minimum growth expectations on the state assessments will utilize historical data from the 2009-2012 school years in Comprehensive English, Integrated Algebra, Algebra 2/Trigonometry, Global History and

Geography, U.S. History and Government, Living Environment, Earth Science, Chemistry, and Physics in order to set a minimum growth of 83% 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).

See attached file Table for 2.11

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

85-100% of students meeting their target will result in a highly effective score;

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

70-84% of students meeting their target will result in an effective score;

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

50-69% of students meeting their target will result in a developing score;

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

0-49% 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 student performance.

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

Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, the following HEDI will be used:
 85-100% of students meeting their target will result in a highly effective score;
 70-84% of students meeting their target will result in an effective score;
 50-69% of students meeting their target will result in a developing score;
 0-49% 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) is used, the following HEDI structure and methodology will be used:

The building's minimum growth expectations on the state assessments will utilize historical data from the 2009-2012 school years in Comprehensive English, Integrated Algebra, Algebra 2/Trigonometry, Global History and Geography, U.S. History and Government, Living Environment, Earth Science, Chemistry, and Physics in order to set a minimum growth of 83% 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).
See attached file Table for 2.11

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meeting their target will result in a highly effective score;
Effective (9 - 17 points) Results meet District goals for similar students.	70-84% of students meeting their target will result in an effective score;
Developing (3 - 8 points) Results are below District goals for similar students.	50-69% of students meeting their target will result in a developing score;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-49% 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	Composite of all Regents Exams given (see chart 2.11).
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Composite of all Regents Exams given (see chart 2.11).
Grade 11 ELA	Regents assessment	Composite of all Regents Exams given (see chart 2.11).

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

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

Measures in this section will be used for growth. With teachers for whom an individual (teacher-specific) SLO(s) is needed, the following HEDI will be used:
85-100% of students meeting their target will result in a highly effective score;
70-84% of students meeting their target will result in an effective score;
50-69% of students meeting their target will result in a developing score;

HEDI structure and methodology will be used:

The Elementary School building's minimum growth expectations on the state assessments will utilize historical data from the 2009-2012 school years in ELA, Math and Science in order to set a minimum growth of 60% of the students scoring 3 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).

The Middle School building's minimum growth expectations on the state assessments will utilize historical data from the 2009-2012 school years in ELA, Math, Social Studies and Science in order to set a minimum growth of 60% of the students scoring 3 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).

The High School building's minimum growth expectations on the state assessments will utilize historical data from the 2009-2012 school years in Comprehensive English, Integrated Algebra, Algebra 2/Trigonometry, Global History and Geography, U.S. History and Government, Living Environment, Earth Science, Chemistry, and Physics in order to set a minimum growth of 83% 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).

See attached file Table for 2.11

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

Individual/Teacher specific SLO(s):
85-100% of students meeting their target will result in a highly effective score;

Group Metric:
See attached file Table for 2.11

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

Individual/Teacher specific SLO(s):
70-84% of students meeting their target will result in a highly effective score;

Group Metric:
See attached file Table for 2.11

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

Individual/Teacher specific SLO(s):
50-69% of students meeting their target will result in a highly effective score;

Group Metric:
See attached file Table for 2.11

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

Individual/Teacher specific SLO(s):
0-49% of students meeting their target will result in a highly effective 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/5364/155894-TXEttx9bQW/Silver Creek APPR - Section 02-11 - HEDI Growth - NOV 2012.docx

2.12) Locally Developed Controls

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

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

The district's controls or adjustments for comparable growth measures will be those used in state growth measures which include student prior academic history, students with disabilities, english language learners, students in poverty, and, in the future, any other student, classroom, and school-level characteristics approved by the Board of Regents.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

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

3. Local Measures (Teachers)

Created Thursday, July 26, 2012

Updated Friday, November 16, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	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. All teachers will share the same HEDI structure. The achievement targets will be set by principal and teacher. See attached file for Table 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target will result in highly effective score; 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.	70-84% of students meeting their achievement target will result in an effective score; 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.	50-69% of students meeting their achievement target will result in a developing score; 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.	0-49% of students meetings their achievement target will result in an ineffective score; See attached file for Table 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
5	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
6	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
7	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
8	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, 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. All teachers will share the same HEDI structure. The achievement targets will be set by principal and teacher. See attached file for Table 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target will result in highly effective score; 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.	70-84% of students meeting their achievement target will result in an effective score; 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.	50-69% of students meeting their achievement target will result in a developing score; 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.	0-49% of students meetings their achievement target will result in an ineffective score; 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/5139/155893-rhJdBgDruP/TABLE 3-3 - HEDI TABLES LOCAL_1.docx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade

math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Skills Enterprise Renaissance Learning, Inc. and STAR Reading Enterprise Renaissance Learning, Inc.
1	4) State-approved 3rd party assessments	STAR Early Literacy Skills Enterprise Renaissance Learning, Inc. and STAR Reading Enterprise Renaissance Learning, Inc.
2	4) State-approved 3rd party assessments	STAR Early Literacy Skills Enterprise Renaissance Learning, Inc. and STAR Reading Enterprise Renaissance Learning, Inc.
3	4) State-approved 3rd party assessments	STAR Early Literacy Skills Enterprise Renaissance Learning, Inc. and 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. All teachers will share the same HEDI structure. The achievement targets will be set by principal and teacher. See attached file for Table 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target will result in highly effective score; See attached file for Table 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their achievement target will result in an effective score; See attached file for Table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their achievement target will result in a developing score; See attached file for Table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meetings their achievement target will result in an ineffective score; See attached file for Table 3.13.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
1	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
2	4) State-approved 3rd party assessments	STAR MATH Enterprise Renaissance Learning, Inc.
3	4) State-approved 3rd party assessments	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	Measures in this section will be used for achievement. All teachers will share the same HEDI structure. The
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	achievement targets will be set by principal and teacher. See attached file for Table 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target will result in highly effective score; See attached file for Table 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their achievement target will result in an effective score; See attached file for Table 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their achievement target will result in a developing score; See attached file for Table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meetings their achievement target will result in an ineffective score; See attached file for Table 3.13.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	6th Grade Science District Assessment
7	5) District, regional, or BOCES–developed assessments	7th Grade Science District Assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade Science NYS Assessment; Biology 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. All teachers will share the same HEDI structure. The achievement targets will be set by principal and teacher. See attached file for Table 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target will result in highly effective score; See attached file for Table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their achievement target will result in an effective score; See attached file for Table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their achievement target will result in a developing score; See attached file for Table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meetings their achievement target will result in an ineffective score; See attached file for Table 3.13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	6th Grade Social Studies District Assessment
7	5) District, regional, or BOCES–developed assessments	7th Grade Social Studies District Assessment
8	5) District, regional, or BOCES–developed assessments	8th Grade Social Studies District 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. All teachers will share the same HEDI structure. The achievement targets will be set by principal and teacher. See attached file for Table 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target will result in highly effective score; See attached file for Table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their achievement target will result in an effective score; See attached file for Table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their achievement target will result in a developing score; See attached file for Table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meetings their achievement target will result in an ineffective score; See attached file for Table 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	9th Grade Global Studies District 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
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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. All teachers will share the same HEDI structure. The achievement targets will be set by principal and teacher. See attached file for Table 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target will result in highly effective score; See attached file for Table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their achievement target will result in an effective score; See attached file for Table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their achievement target will result in a developing score; See attached file for Table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meetings their achievement target will result in an ineffective score; See attached file for Table 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents
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. All teachers will share the same HEDI structure. The achievement targets will be set by principal and teacher. See attached file for Table 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target will result in highly effective score; See attached file for Table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their achievement target will result in an effective score; See attached file for Table 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their achievement target will result in a developing score; See attached file for Table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meetings their achievement target will result in an ineffective score; See attached file for Table 3.13.

3.10) High School Math

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

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

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

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. All teachers will share the same HEDI structure. The achievement targets will be set by principal and teacher. See attached file for Table 3.13.
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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.	85-100% of students meeting their achievement target will result in highly effective score; See attached file for Table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their achievement target will result in an effective score; See attached file for Table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their achievement target will result in a developing score; See attached file for Table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meetings their achievement target will result in an ineffective score; See attached file for Table 3.13.

3.11) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures in this section will be used for achievement. All teachers will share the same HEDI structure. The achievement targets will be set by principal and teacher. See attached file for Table 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target will result in highly effective score; See attached file for Table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their achievement target will result in an effective score; See attached file for Table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	50-69% of students meeting their achievement target will result in a developing score; See attached file for Table

for grade/subject.

3.13.

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

0-49% of students meetings their achievement target will result in an ineffective score; See attached file for Table 3.13.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
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 I	5) District/regional/BOCES–developed	Silver Creek- Developed Accounting I 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. All teachers will share the same HEDI structure. The achievement targets will be set by principal and teacher. See attached file for Table 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target will result in highly effective score; See attached file for Table 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their achievement target will result in an effective score; See attached file for Table 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their achievement target will result in a developing score; See attached file for Table 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meetings their target will result in an ineffective score; See attached file for Table 3.13.

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)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/155893-y92vNseFa4/TABLE 3-13 - HEDI TABLES LOCAL.docx

3.14) Locally Developed Controls

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

The targets will be set collaboratively among teachers, the Silver Creek Teacher Association, Principals, and District Administrators. Appropriate targets will consider past performance, trend data, and baseline information specific to students with disabilities, students in poverty, and English language learners.

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. In the case of multiple SLOs weighting will be applied, as needed, based on the number of students included in the SLOs.

3.16) Assurances

Please check all of the boxes below:

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

3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent. Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, August 14, 2012

Updated Friday, November 16, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers will be evaluated in each of the four domains of the Danielson's 2011 Framework. The 60 points (60% of the total 100 points) will be based on multiple observations and collection of evidence utilizing the Framework for Teaching Rubric created by Charlotte Danielson (2011 revised edition). Forty of the 60 points will be based on multiple observations and will result in the ratings for Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction and Domain 4: Professional Responsibilities. These observations will occur throughout the school year. At least one of the visits will be unannounced. Direct feedback will be given when a supervisor has concerns about a teacher consistently performing and assigned a score out of 10 for each domain. These sub scores will be totaled for a score out of 40. Twenty of the 60 points will be based on structured review of student portfolios, teacher lesson plans and/or other teacher artifacts.

Principals will require teachers to provide visual, oral, and/or written evidence during the structured reviews of all domain subcomponents not observed during the classroom observations. All domain subcomponents 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. A score out of 20 will be given for structured reviews.

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

(No response)

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

Highly Effective: Overall performance and results exceed 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 0-40 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

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1

4.6) Observations of Probationary Teachers 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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, August 23, 2012

Updated Wednesday, October 10, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, August 10, 2012

Updated Wednesday, October 10, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/161442-Df0w3Xx5v6/TIP updated 6-29-2012.doc](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. By June 30th or 15 business days from the receipt of the APPR composite rating, the District shall provide the SCTA a list of all teachers rated 'Ineffective' or 'Developing'. Only a teachers whose APPR rating is 'Ineffective' shall have the right to appeal the substance of the APPR

2. By the latter of June 30th or 15 business days from the receipt of the APPR composite rating, the teacher 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.

4. The teacher shall be provided an opportunity to respond to any additional documentation presented to the Superintendent within 15 days.

5. Following a review of the appeal documentation, the Superintendent shall render a written decision affirming, modifying or rejecting the rating.

6. The Superintendent's decision regarding the appeal of the ineffective rating is final.

THIS PROCESS WILL BE COMPLETED WITHIN 90 DAYS.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

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 training includes the following requirements for Lead Evaluators/Evaluators:

-NYS Teaching Standards and the ISLLC Standards

-Evidence based observation

-application and use of a student growth percentile and value added growth model data

-application and use of any assessment tools used to evaluate teachers and principals

-application and use of State-approved locally selected measures of student achievement

-use of Statewide Instructional Reporting System

-scoring methodology used to evaluate teachers and principals

-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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked
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6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

Created Friday, August 10, 2012

Updated Friday, November 16, 2012

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

The district's controls or adjustments for comparable growth measures will be those used in state growth measures which include student prior academic history, students with disabilities, english language learners, students in poverty, and, in the future, any other student, classroom, and school-level characteristics approved by the Board of Regents.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, August 23, 2012

Updated Friday, November 16, 2012

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.

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	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	(g) % achieving specific level on Regents or alternatives	Composite score of All NYS Regents

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.	All Principals will share the same HEDI structure: 85-100% of students meeting their target will result in highly effective score; 70-84% of students meeting their target will result in an effective score; 50-69% of students meeting their target will result in a developing score; 0-49% of students meetings their target will result in an ineffective score; see attached file.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their achievement target will result in highly effective score;
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their achievement target 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.	50-69% of students meeting their achievement target 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.	0-49% of students meetings their achievement target 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)

(No response)

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

assets/survey-uploads/5366/166594-qBFVOWF7fC/Silver Creek APPR - Section 8-1 - HEDI TABLES LOCAL - OCT 2012.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

assets/survey-uploads/5366/166594-T8MlGWUvm1/Silver Creek APPR - Section 8-2 - HEDI TABLES LOCAL - OCT 2012.docx

8.3) Locally Developed Controls

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

The targets will be set collaboratively among teachers, the Silver Creek Teacher Association, Principals, and District Administrators. Appropriate targets will consider past performance, trend data, and baseline information specific to students with disabilities, students in poverty, and English language learners.

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 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. In the case of multiple SLOs weighting will be applied, as needed, based on the number of students included in the SLOs.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, September 12, 2012

Updated Friday, November 16, 2012

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9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principals will be evaluated in 6 domains for a total of 60 points utilizing the Marshall Evaluation Rubric. The rubric uses a 4-level rating scale. Within each domain there are 10 criteria. Each criteria will be rated Highly effective--worth 1 point, Effective--worth .75 points, Improvement Necessary--worth .5 points, or Does Not Meet Standards--worth .25 points. Those points will be added together to reach a composite score out of 60 points.

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

assets/survey-uploads/5143/175330-pMADJ4gk6R/Silver Creek APPR - Section 09-7 - ASSIGNING HEDI POINTS - NOV 2012.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.	Reserved for truly outstanding leadership, as described by very demanding criteria. Points will be assigned based on the attached table. The scores for this category range from 57-60.
Effective: Overall performance and results meet standards.	Solid, expected professional performance. Points will be assigned based on the attached table. The scores for this category range from 51-56.
Developing: Overall performance and results need improvement in order to meet standards.	Performance has real deficiencies and must improve. Points will be assigned based on the attached. The scores for this category range from 40-50.
Ineffective: Overall performance and results do not meet standards.	Clearly unacceptable professional performance. Points will be assigned based on the attached table. The scores for this category range from 0-39.

Please provide the locally-negotiated 60 point scoring bands.

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

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 Thursday, August 23, 2012

Updated Wednesday, October 10, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, August 23, 2012
Updated Friday, November 16, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/166597-Df0w3Xx5v6/Silver Creek APPR - Section 11-2 - Principal Improvement Plan - OCT 2012.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 the latter of June 30th or 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.

THIS PROCESS WILL BE COMPLETED WITHIN 90 DAYS

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Administrators at Silver Creek Central School District have, and will continue to attend trainings on APPR. The superintendent will certify lead evaluators. Evaluators will attend BOCES trainings regarding inter-rater reliability as well as communicate regularly regarding evaluations to ensure consistency among evaluators. These trainings have been ongoing throughout the year; some have been full day, some have been after school and others have been webinars. Administration will continue to attend professional development opportunities regarding evaluation in any format available through BOCES and will be recertified on an annual basis.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, August 23, 2012

Updated Friday, November 16, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/166591-3Uqgn5g9Iu/Silver Creek APPR - Section 12-1 - Joint Certification - NOV 2012.pdf](assets/survey-uploads/5581/166591-3Uqgn5g9Iu/Silver%20Creek%20APPR%20-%20Section%2012-1%20-%20Joint%20Certification%20-%20NOV%202012.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. With teachers for whom an individual (teacher-specific) SLO(s) is needed, 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
100-96	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

2. With teachers for whom the school-wide results based on state assessments (group metric) will be used, the following process to determine HEDI will be used:

ELEMENTARY SCHOOL GROUP METRIC (K-5):

The building's minimum growth expectations on the state assessments will utilize historical data from the 2009-2012 school years in ELA, Math and Science in order to set a minimum growth of 60% of the students scoring 3 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).

(The percentage of the students at 3rd, 4th, and 5th grades who scored proficient (3 or 4) on end of course state assessments in 2012-2013 school year as compared to the 3 year average from the previous three school years as reported in the NYS school report card (2009-2010, 2010-2011, 2011-2012). The percentage will be rounded to the nearest ½ of a percent.)

THREE YEAR AVERAGE

	2011-2012		2010-2011		2009-2010	
	TOTAL TESTED	STUDENT TOTAL	TOTAL TESTED	STUDENT TOTAL	TOTAL TESTED	STUDENT TOTAL
3 rd Grade ELA	36	65	46	90	37	72
4 th Grade ELA	46	91	39	73	41	78
5 th Grade ELA	46	73	48	86	34	79
3 rd Grade MATH	35	64	40	90	39	72
4 th Grade MATH	53	91	47	74	50	78
5 th Grade MATH	46	73	60	86	49	79
4 th Grade SCIENCE	80	90	62	72	62	79
SUBTOTAL(#):	342	547	342	571	312	537
Yearly Average (%):	62.5		60.0		58.0	
THREE YEAR SUBTOTALs (#):	996				1655	
THREE YEAR AVERAGE (%):	60.0					

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

>63.5	63.0	62.5	62.0	61.5	61.0	60.5	60.0	59.5	59.0	58.5	58.0	57.5	57.0	56.5	56.0	55.5	55.0	54.5	54.0	53.5<
-------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	-------

MIDDLE SCHOOL GROUP METRIC (6-8):

The building's minimum growth expectations on the state assessments will utilize historical data from the 2009-2012 school years in ELA, Math, Social Studies and Science in order to set a minimum growth of 60% of the students scoring 3 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).

(The percentage of the students at 6th, 7th, and 8th grades who scored proficient (3 or 4) on end of course state assessments in 2012-2013 school year as compared to the 3 year average from the previous three school years as reported in the NYS school report card (2009-2010, 2010-2011, 2011-2012). The percentage will be rounded to the nearest ½ of a percent.)

THREE YEAR AVERAGE

	2011-2012		2010-2011		2009-2010	
	TOTAL TESTED	STUDENT TOTAL	TOTAL TESTED	STUDENT TOTAL	TOTAL TESTED	STUDENT TOTAL
6 th Grade ELA	54	83	52	81	42	76
7 th Grade ELA	42	82	40	81	39	83
8 th Grade ELA	42	83	29	83	43	88
6 th Grade MATH	46	83	47	81	50	76
7 th Grade MATH	50	82	61	81	49	82
8 th Grade MATH	62	84	52	83	48	88
8 th Grade SCIENCE	44	59	61	77	70	86
YEARLY SUBTOTAL(#):	340	556	342	567	341	579
YEARLY AVERAGE (%):	61.0		60.0		59.0	
THREE YEAR SUBTOTALS (#):	1023				1702	
THREE YEAR AVERAGE (%):	60.0					

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
>63.5	63.0	62.5	62.0	61.5	61.0	60.5	60.0	59.5	59.0	58.5	58.0	57.5	57.0	56.5	56.0	55.5	55.0	54.5	54.0	53.5<

HIGH SCHOOL GROUP METRIC (9-12):

The building's minimum growth expectations on the state assessments will utilize historical data from the 2009-2012 school years in Comprehensive English, Integrated Algebra, Algebra 2/Trigonometry, Global History and Geography, U.S. History and Government, Living Environment, Earth Science, Chemistry, and Physics in order to set a minimum growth of 83% 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).

(The percentage of the students at 9th, 10th, 11th, and 12th grades who scored proficient (65 or greater) on end of course state assessments in 2012-2013 school year as compared to the 3 year average from the previous three school years as reported in the NYS school report card (2009-2010, 2010-2011, 2011-2012). The percentage will be rounded to the nearest ½ of a percent.)

THREE YEAR AVERAGE

	2011-2012		2010-2011		2009-2010	
	TOTAL TESTED	STUDENT TOTAL	TOTAL TESTED	STUDENT TOTAL	TOTAL TESTED	STUDENT TOTAL
COMPREHENSIVE ENGLISH REGENTS	79	86	69	78	83	99
INTEGRATED ALGEBRA REGENTS	91	115	96	121	84	91
ALGEBRA 2 / TRIGONOMETRY REGENTS	27	64	16	32	38	47
GLOBAL HISTORY & GEOGRAPHY REGENTS	74	85	63	82	65	75
US HISTORY & GOVERNMENT REGENTS	66	71	64	71	86	101
LIVING ENVIRONMENT REGENTS	94	110	135	145	58	64
EARTH SCIENCE REGENTS	68	75	3	5	56	73
CHEMISTRY REGENTS	30	35	24	29	29	45
PHYSICS REGENTS	9	13	15	20	13	21
YEARLY SUBTOTAL(#):	538	654	485	583	512	616
YEARLY AVERAGE (%):	82.0		83.0		83.0	
THREE YEAR SUBTOTALs (#):	1535			1853		
THREE YEAR AVERAGE (%):	83.0					

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
> 86.5	86.0	85.5	85.0	84.5	84.0	83.5	83.0	82.5	82.0	81.5	81.0	80.5	80.0	79.5	79.0	78.5	78.0	77.5	77.0	76.5<

TABLE 3.3 – HEDI FOR LOCAL MEASURES (TEACHERS)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-85	84-83	82-81	80-79	78-76	75-73	72-70	69-66	65-62	61-58	57-54	53-50	49-44	43-31	30-0

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.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
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	3) Teacher specific achievement/growth score computed locally	AP English Exam
ELA	Reading teachers who are not teachers of record for 4 th 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 th -8 th 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 th -8 th 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
F&C	Home and Careers	5) District/regional/BOCES – Developed	Silver Creek – Developed Home and Careers 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
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	3) Teacher specific achievement/growth score computed locally	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
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 ELS
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	3) Teacher specific achievement/growth score computed locally	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
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	3) Teacher specific achievement/growth score computed locally	AP Government and Politics Exam
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
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 3.13 – 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

TABLE 8.1 – HEDI FOR LOCAL MEASURES (PRINCIPALS)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-85	84-83	82-81	80-79	78-76	75-73	72-70	69-66	65-62	61-58	57-54	53-50	49-44	43-31	30-0

TABLE 8.2 – HEDI FOR LOCAL MEASURES (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

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

PRINCIPALS WILL BE EVALUATED IN 6 DOMAINS FOR A TOTAL OF 60 POINTS UTILIZING THE MARSHALL EVALUATION RUBRIC. THE RUBRIC USES A 4-LEVEL RATING SCALE. WITHIN EACH DOMAIN THERE ARE 10 CRITERIA. EACH CRITERIA WILL BE RATED HIGHLY EFFECTIVE--WORTH 1 POINT, EFFECTIVE--WORTH .75 POINTS, IMPROVEMENT NECESSARY--WORTH .5 POINTS, OR DOES NOT MEET STANDARDS--WORTH .25 POINTS. THOSE POINTS WILL BE ADDED TOGETHER TO REACH A COMPOSITE SCORE OUT OF 60 POINTS.

RUBRIC SCORE	60 POINT SCORE	HEDI LEVEL	RUBRIC SCORE	60 POINT SCORE	HEDI LEVEL
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

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. 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 teacher using the district's Principal Improvement Plan Awareness form.

The concern should be identified referencing the MPPR 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 teacher 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):

MPPR Component	Performance Goal(s)	Timeline	Support Structures and Strategies	Evident of Progress

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.

Implement the 3020a process.

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):

MPPR Component	Performance Goal(s)	Timeline	Support Structures and Strategies	Evident of Progress

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.

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:

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

Date

Teacher

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:

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.

Implement the 3020a process.

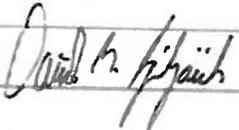
The Teacher in Need of Improvement Plan is not intended as a restriction on the District's right to take appropriate disciplinary action for teacher misconduct without prior resort to either the Awareness Phase or the Assistance Phase.

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

Signatures, dates

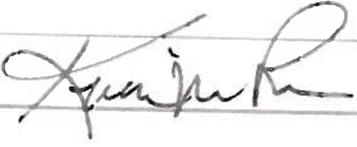
Superintendent Signature: Daniel Ljiljanich

Date:

 11/16/12

Teachers Union President Signature: Kevin Rice

Date:

 11/16/12

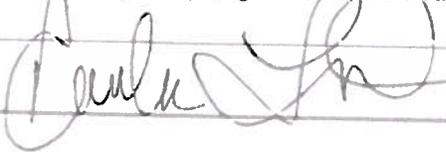
Elementary Principal Signature: Warren Scott Rudnicki

Date:

 11/16/12

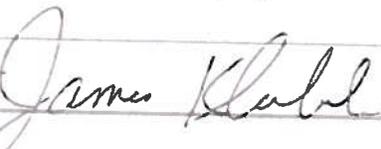
Middle School Principal Signature: Paula Troutman

Date:

 11/16/12

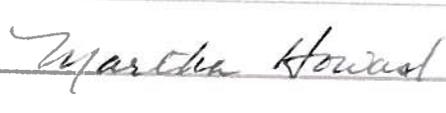
High School Principal Signature: James Klubek

Date:

 11/16/12

Board of Education President Signature: Martha Howard

Date:

 11/16/12