



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 24, 2012

Thomas Helmer, Superintendent
Solvay Union Free School District
103 3rd Street
Solvay, NY 13209

Dear Superintendent Helmer:

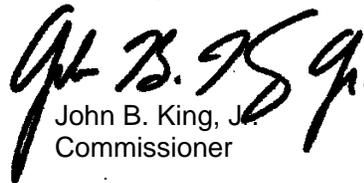
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification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

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: J. Francis Manning

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 31, 2012

Updated Friday, August 24, 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 : 420702030000

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

420702030000

1.2) School District Name: SOLVAY UFSD

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

SOLVAY UFSD

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):

-
- Performance Improvement Grant
-

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, May 31, 2012

Updated Friday, August 24, 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	District, regional, or BOCES-developed assessment	District-wide Assessment in K ELA
1	District, regional, or BOCES-developed assessment	District-wide Assessment in Grade 1 ELA
2	District, regional, or BOCES-developed assessment	District-wide Assessment in Grade 2 ELA

	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	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire class/section (as in the attached sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. For example, 85% or more of students meet expectations described in SLO(s).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results indicate growth in student learning and meet District adopted expectations for growth. For example, 70-84% of students meet expectations described in SLO(s).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results indicate some growth in student learning but are below District adopted expectations for growth. For example, 50-69% of students meet expectations described in SLO(s).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	District-wide K Math Assessment
1	District, regional, or BOCES-developed assessment	District-wide Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	District-wide Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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.	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire
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class/section (as in the attached sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations.

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

Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. For example, 85% or more of students meet expectations described in SLO(s).

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

Results indicate growth in student learning and meet District adopted expectations for growth. For example, 70-84% of students meet expectations described in SLO(s).

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

Results indicate some growth in student learning but are below District adopted expectations for growth. For example, 50-69% of students meet expectations described in SLO(s).

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

Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

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	District-wide Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	District-wide Grade 7 Science 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.

Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire class/section (as in the attached sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations.

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Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. For

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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results indicate growth in student learning and meet District adopted expectations for growth. For example, 70-84% of students meet expectations described in SLO(s).
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

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	District-wide Grade 6 S.S. Assessment
7	District, regional or BOCES-developed assessment	District-wide Grade 7 S.S. Assessment
8	District, regional or BOCES-developed assessment	District-wide Grade 8 S.S. 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.	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire class/section (as in the attached sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations.
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example, 0-49% of students meet expectations described in SLO(s).

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	District-wide Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire class/section (as in the attached sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations.
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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	Not applicable	Not applicable

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.	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire class/section (as in the attached sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

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.	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire class/section (as in the attached sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. For example, 85% or more of students meet expectations described in SLO(s).
Effective (9 - 17 points) Results meet District goals for similar students.	Results indicate growth in student learning and meet District adopted expectations for growth. For example, 70-84% of students meet expectations described in SLO(s).
Developing (3 - 8 points) Results are below District goals for similar students.	Results indicate some growth in student learning but are below District adopted expectations for growth. For example, 50-69% of students meet expectations described in SLO(s).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

2.9) High School English Language Arts

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. Regents assessment must be used where available. Be sure to select the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	District-wide Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	District-wide Grade 10 ELA Assessment

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

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

Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire class/section (as in the attached sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations.

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

Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. For example, 85% or more of students meet expectations described in SLO(s).

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

Results indicate growth in student learning and meet District adopted expectations for growth. For example, 70-84% of students meet expectations described in SLO(s).

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

Results indicate some growth in student learning but are below District adopted expectations for growth. For example, 50-69% of students meet expectations described in SLO(s).

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

Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art K-12	District, Regional or BOCES-developed	District-wide Grade Level Art Assessment
Music K-12	District, Regional or BOCES-developed	District-wide Grade Level Music Assessment
Physical Education K-12	District, Regional or BOCES-developed	District-wide Grade Level P.E. Assessment
Health 6-12	District, Regional or BOCES-developed	District-wide Grade Level Health Assessment
Library K-12	District, Regional or BOCES-developed	District-wide Grade Level Library Assessment

Home and Careers 6-12	District, Regional or BOCES-developed	District-wide Grade Level Home and Careers Course Assessment
Technology 6-12	District, Regional or BOCES-developed	District-wide Grade Level Technology Course Assessment
LOTE 7-12	District, Regional or BOCES-developed	District-wide Grade Level LOTE Language Specific Assessment
Business 9-12	District, Regional or BOCES-developed	District-wide Grade Level Business Course Assessment
ESL K-12	State Assessment	NYSESLAT K-12
AIS Reading/ELA K-8	State-approved 3rd party assessment	AIMS Web
AIS Math K-8	State-approved 3rd party assessment	AIMS Web
All other teachers not named above	District, Regional or BOCES-developed	District-wide Grade Level Subject Course Specific Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire class/section (as in the attached sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. For example, 85% or more of students meet expectations described in SLO(s).
Effective (9 - 17 points) Results meet District goals for similar students.	Results indicate growth in student learning and meet District adopted expectations for growth. For example, 70-84% of students meet expectations described in SLO(s).
Developing (3 - 8 points) Results are below District goals for similar students.	Results indicate some growth in student learning but are below District adopted expectations for growth. For example, 50-69% of students meet expectations described in SLO(s).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

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/5364/136981-TXEttx9bQW/Solvay UFSD Sample SLO Scale REV 20120822 .doc

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 will use the following controls or adjustments for the Comparable Growth Measures:

Scores of students with disabilities will be adjusted using the same criteria and calculations as those used by NYSED when scores on 4-8 math and ELA assessments were adjusted for purposes of accountability, each raw score increased by a factor of 1.17. This is done because students with disabilities, by virtue of their designation of requiring an Individualized Education Plan, have different goals and instructional supports in the educational setting than the general population. This will also apply to English Language Learners.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score the work of any student(s) where there is a vested interest in the outcome. They will not score any assessments if the results of the assessments will factor into their evaluation.

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

3. Local Measures (Teachers)

Created Thursday, May 31, 2012

Updated Thursday, August 23, 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	AIMS WEB
5	4) State-approved 3rd party assessments	AIMS WEB
6	4) State-approved 3rd party assessments	AIMS WEB
7	4) State-approved 3rd party assessments	AIMS WEB
8	4) State-approved 3rd party assessments	AIMS WEB

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.	AIMS WEB Student growth percentiles for 4 - 8 will equate to HEDI bands as indicated in the attachment. The process outlined in the attachment for locally selected measures of student achievement will be used to calculate and assign the score of a teacher and his/her corresponding HEDI category, showing that it is possible for a teacher to earn any of the points in the HEDI scoring range, consistent with regulations and assurances.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 90-100 range.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 31-89 range.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 10-30 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-9 range.

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	AIMS Web
5	4) State-approved 3rd party assessments	AIMS Web
6	4) State-approved 3rd party assessments	AIMS Web
7	4) State-approved 3rd party assessments	AIMS Web
8	4) State-approved 3rd party assessments	AIMS Web

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>AIMS WEB Student growth percentiles for 4 - 8 will equate to HEDI bands as indicated in the attachment. The process outlined in the attachment for locally selected measures of student achievement will be used to calculate and assign the score of a teacher and his/her corresponding HEDI category, showing that it is possible for a teacher to earn any of the points in the HEDI scoring range, consistent with regulations and assurances.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 90-100 range.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 31-89 range.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 10-30 range.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-9 range.</p>

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/5139/137018-rhJdBgDruP/Solvay UFSD Locally Selected Measures of Student Achievement FINAL20120822.doc

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	AIMS WEB
1	4) State-approved 3rd party assessments	AIMS WEB

2	4) State-approved 3rd party assessments	AIMS WEB
3	4) State-approved 3rd party assessments	AIMS WEB

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.	AIMS WEB Student growth percentiles for K - 3 will equate to HEDI bands as indicated in the attachment. The process outlined in the attachment for locally selected measures of student achievement will be used to calculate and assign the score of a teacher and his/her corresponding HEDI category, showing that it is possible for a teacher to earn any of the points in the HEDI scoring range, consistent with regulations and assurances.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 90-100 range.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 31-89 range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 10-30 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement or growth for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-9 range.

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	AIMS Web
1	4) State-approved 3rd party assessments	AIMS Web
2	4) State-approved 3rd party assessments	AIMS Web
3	4) State-approved 3rd party assessments	AIMS Web

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>AIMS WEB Student growth percentiles for K - 3 will equate to HEDI bands as indicated in the attachment. The process outlined in the attachment for locally selected measures of student achievement will be used to calculate and assign the score of a teacher and his/her corresponding HEDI category, showing that it is possible for a teacher to earn any of the points in the HEDI scoring range, consistent with regulations and assurances.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 90-100 range.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 31-89 range.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 10-30 range.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-9 range.</p>

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	District Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	District Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS 8th Grade Science Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this</p>	<p>The process outlined in the second part of the attachment (pages 2-3) for locally selected measures of student achievement will</p>
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	be used to calculate and assign the exact score of a teacher and his/her corresponding HEDI category based on student achievement on assessments. It shows that it is possible for a teacher to earn any of the points in the HEDI scoring range, consistent with regulations and assurances.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 18-20 points on the HEDI scale.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 9-17 points on the HEDI scale.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 3-8 points on the HEDI scale.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 0-2 points on the HEDI scale.

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	District-wide Grade 6 S.S. Assessment
7	5) District, regional, or BOCES–developed assessments	District-wide Grade 7 S.S. Assessment
8	5) District, regional, or BOCES–developed assessments	District-wide Grade 8 S.S. 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.	The process outlined in the second part of the attachment (pages 2-3) for locally selected measures of student achievement will be used to calculate and assign the exact score of a teacher and his/her corresponding HEDI category based on student achievement on assessments. It shows that it is possible for a
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	teacher to earn any of the points in the HEDI scoring range, consistent with regulations and assurances.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 18-20 points on the HEDI scale.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 9-17 points on the HEDI scale.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 3-8 points on the HEDI scale.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 0-2 points on the HEDI scale.

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	District Global 1 Final Exam
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Regents
American History	3) Teacher specific achievement or growth score computed locally	NYS American History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	The process outlined in the second part of the attachment (pages 2=3) for locally selected measures of student achievement will
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subcomponent. If needed, you may upload a table or graphic at 3.13, below.	be used to calculate and assign the exact score of a teacher and his/her corresponding HEDI category based on student achievement on assessments. It shows that it is possible for a teacher to earn any of the points in the HEDI scoring range, consistent with regulations and assurances.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 18-20 points on the HEDI scale.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 9-17 points on the HEDI scale.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 3-8 points on the HEDI scale.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 0-2 points on the HEDI scale.

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	NYS Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	District Physics Final Exam

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The process outlined in the second part of the attachment (pages 2=3) for locally selected measures of student achievement will be used to calculate and assign the exact score of a teacher and his/her corresponding HEDI category based on student achievement on assessments. It shows that it is possible for a teacher to earn any of the points in the HEDI scoring range, consistent with regulations and assurances. PLEASE NOTE: the items below follow the Review Room's order in the left hand column.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 18-20 points on the HEDI scale.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 3-8 points on the HEDI scale.</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 9-17 points on the HEDI scale.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 0-2 points on the HEDI scale.</p>

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	NYS Integrated Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 and 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.	The process outlined in the second part of the attachment (pages 2-3) for locally selected measures of student achievement will be used to calculate and assign the exact score of a teacher and his/her corresponding HEDI category based on student achievement on assessments. It shows that it is possible for a teacher to earn any of the points in the HEDI scoring range, consistent with regulations and assurances.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 18-20 points on the HEDI scale.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 9-17 points on the HEDI scale.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 3-8 points on the HEDI scale.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 0-2 points on the HEDI scale.

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	District Grade 9 ELA Final Exam
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	District Grade 10 ELA Final Exam
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive ELA 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The process outlined in the second part of the attachment (pages 2-3) for locally selected measures of student achievement will be used to calculate and assign the exact score of a teacher and his/her corresponding HEDI category based on student achievement on assessments. It shows that it is possible for a teacher to earn any of the points in the HEDI scoring range, consistent with regulations and assurances.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 18-20 points on the HEDI scale.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 9-17 points on the HEDI scale.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 3-8 points on the HEDI scale.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 0-2 points on the HEDI scale.</p>

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 K - 12	5) District/regional/BOCES–developed	DISTRICT ART COURSE FINAL ASSESSMENT
MUSIC K - 12	5) District/regional/BOCES–developed	DISTRICT MUSIC COURSE FINAL ASSESSMENT
PHYSICAL EDUCATION K - 12	5) District/regional/BOCES–developed	DISTRICT PHYSICAL EDUCATION COURSE FINAL ASSESSMENT
HEALTH 6 - 12	5) District/regional/BOCES–developed	DISTRICT HEALTH COURSE FINAL ASSESSMENT

LIBRARY K - 12	5) District/regional/BOCES–developed	DISTRICT LIBRARY GRADE LEVEL FINAL ASSESSMENT
HOME AND CAREERS 6 - 12	5) District/regional/BOCES–developed	DISTRICT HOME AND CAREERS COURSE FINAL ASSESSMENT
TECHNOLOGY 6 - 12	5) District/regional/BOCES–developed	DISTRICT TECHNOLOGY COURSE FINAL ASSESSMENT
LOTE 7-12	5) District/regional/BOCES–developed	District LOTE Course Specific Final Assessment
Business 9-12	5) District/regional/BOCES–developed	District Business Course Specific Final Assessment
ESL K-12	5) District/regional/BOCES–developed	District Grade Level ESL Assessment
AIS Reading/ELA K-8	5) District/regional/BOCES–developed	District Grade Level AIS Assessment
AIS Math K-8	5) District/regional/BOCES–developed	District Grade Level AIS Assessment
9-12 All other courses	5) District/regional/BOCES–developed	Course Specific Final 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.	The process outlined in the second part of the attachment (pages 2-3) for locally selected measures of student achievement will be used to calculate and assign the exact score of a teacher and his/her corresponding HEDI category based on student achievement on assessments. It shows that it is possible for a teacher to earn any of the points in the HEDI scoring range, consistent with regulations and assurances.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 18-20 points on the HEDI scale.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 9-17 points on the HEDI scale.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 3-8 points on the HEDI scale.

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

The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The calculation of the student assessment scores would generate the teacher score of 0-2 points on the HEDI scale.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/137018-y92vNseFa4/Solvay UFSD Locally Selected Measures of Student Achievement FINAL20120822.doc

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.

Scores of students with disabilities will be adjusted using the same criteria and calculations as those used by NYSED when scores on 4-8 math and ELA assessments were adjusted for purposes of accountability, each raw score increased by a factor of 1.17. This is done because students with disabilities, by virtue of their designation of requiring an Individualized Education Plan, have different goals and instructional supports in the educational setting than the general population. This will also apply to English Language Learners.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score the work of any student(s) where there is a vested interest in the outcome. They will not score any assessments if the results of the assessments will factor into their evaluation.

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers who have more than one locally selected measure (e.g. grade 2 common branch ELA and math) will have their scores combined. Scores will be weighted by the number of students in each subject or class they teach so that each teacher's final score accurately reflects the total number of students taught who took those assessments and were measured. For example, if a grade 2 common branch teacher teaches 25 students for math and 21 for ELA, the scores for math will be weighted slightly more because there is a higher "n" number in math than in ELA.

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 Thursday, May 31, 2012

Updated Thursday, August 23, 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]	32
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	28

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.

Refer to the attachment based on Danielson's Framework for Teaching 2011. It outlines in detail how a teacher earns points according to the FFT (2011). We will be assigning points for each of the four domains and their sub-components, assuring that at least 32 points come directly from classroom observations (Domains 2 and 3 for the FFT 2011). The remaining 28 points will be based on artifacts demonstrating teacher effectiveness for Domains 1 and 4 of the FFT 2011. We also assure that all NYS Teaching Standards will be assessed each year.

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

assets/survey-uploads/5091/137061-eka9yMJ855/Solvay UFSD Multiple Measures Rev 20120822 .docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Out of the 60 points, a teacher who scores 54 to 60 will be considered Highly Effective. The teacher's results are well-above the state average for similar students (or District goals if no state test).
Effective: Overall performance and results meet NYS Teaching Standards.	Out of the 60 points, a teacher who scores 27 to 53 will be considered Effective. The teacher's results meet the state average for similar students (or District goals if no state test).
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Out of the 60 points, a teacher who scores 9 to 26 will be considered Developing. The teacher's results are below the state average for similar students (or District goals if no state test).
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Out of the 60 points, a teacher who scores 0 to 8 will be considered Ineffective. The teacher's results are well-below the state average for similar students (or District goals if no state test).

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

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?

5. Composite Scoring (Teachers)

Created Tuesday, June 19, 2012

Updated Thursday, August 23, 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	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, June 26, 2012

Updated Thursday, August 23, 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/5265/145902-Df0w3Xx5v6/Solvay UFSD APPR Teacher Improvement Plan.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher's performance review, and/or improvement plan.

- A teacher who receives an effectiveness composite score rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.*
- A teacher may appeal only the school district's adherence to standards and methodologies required for such reviews, adherence to*

applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

- A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- Appeals concerning a teacher's performance review must be filed no later than fifteen (15) calendar days of the date when the teacher receives it.
- A teacher wishing to initiate an appeal must submit, in writing, to the Superintendent a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.
- Under this appeals process the teacher bears the burden of proving by substantial evidence the merits of his or her appeal.

A three-person review panel will render a decision for an appeal concerning a teacher's performance review. When a teacher files an appeal, the superintendent, working with the Solvay Teachers Association President will appoint the panel comprised of the superintendent, one district lead evaluator, and one district teacher. The panel shall issue a written decision on the merits of the appeal no later than thirty(30) calendar days from the date when the teacher filed his or her appeal.

The decision of the panel shall be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the panel shall not be subject to any further appeal. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within fifteen (15) calendar days of the alleged failure of the district to comply with such requirements.

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.

Evaluator Training: The Board of Education will ensure that all evaluators and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the OCM BOCES Network Team evaluator/ lead evaluator training, in accordance with SED procedures and processes, in conjunction with the Teachscape Framework for Teaching Proficiency System based on the FFT 2011. Ongoing training will occur throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

- The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- Evidence-based observation techniques that are grounded in research;
- Application and use of the student growth percentile model and the value-added growth model;
- Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a teacher or principal's practice;
- 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.;
- Application and use of any locally selected measures of student achievement used by the district evaluate its teachers or principals;
- Use of the Statewide Instructional Reporting System;
- The scoring methodology including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings;
- Specific considerations in evaluating teachers and principals of English language learners, students in poverty, and students with disabilities.

Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the OCM BOCES Network Team and Teachscape Framework for Teaching Proficiency System FFT 2011. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, June 14, 2012

Updated Thursday, August 23, 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):

4-5
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
Solvay Elementary School (Grades K-2 ELA)	District, regional, or BOCES-developed	District Grade Level ELA Assessment
Solvay Elementary School (Grade 3 ELA)	State assessment	NYS Grade 3 ELA Assessment
Solvay Elementary School (Grades K-2 Math)	District, regional, or BOCES-developed	District Grade Level Math Assessment
Solvay Elementary School (Grade 3 Math)	State assessment	NYS Grade 3 Math Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

See attachment titled "Solvay UFSD Sample Student Learning Objective" using NYS HEDI scale point ranges. Using the NYSED outlined process for developing Student Learning Objectives, teachers with their lead evaluators will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers and their lead evaluators will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire class/section (as in the attached sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations. The principal's HEDI rating will be determined by the overall percentage of students meeting the expectations established by all SLOs of teachers for whom a principal is responsible. In nearly every case, the teacher's lead evaluator will be his/her principal.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A principal in the highly effective range has results that indicate exceptional growth in student learning and are well-above District adopted expectations for growth. For example, 85% or more of students meet expectations described in all SLO(s).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A principal in the effective range has results that indicate growth in student learning and meet District adopted expectations for growth. For example, 70-84% of students meet expectations described in all SLO(s).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A principal in the developing range has results that indicate some growth in student learning but are below District adopted expectations for growth. For example, 50-69% of students meet expectations described in all SLO(s).
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	A principal in the ineffective range has results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in all SLO(s).

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

assets/survey-uploads/5365/142729-lha0DogRNw/Solvay UFSD Sample SLO Scale REV 20120822 .doc

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 will use the following controls or adjustments for the Comparable Growth Measures: Scores of students with disabilities will be adjusted using the same criteria and calculations as those used by NYSED when scores on 4-8 math and ELA assessments were adjusted for purposes of accountability, each raw score increased by a factor of 1.17. This is done because students with disabilities, by virtue of their designation of requiring an Individualized Education Plan, have different goals and instructional supports in the educational setting than the general population. This will also apply to English Language Learners. Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score the work of any student(s) where there is a vested interest in the outcome. They will not score any assessments if the results of the assessments will factor into their evaluation.

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, June 14, 2012

Updated Thursday, August 23, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
4-5	(d) measures used by district for teacher evaluation	AIMSWeb
6-8	(d) measures used by district for teacher evaluation	AIMSWeb
9-12	(g) % achieving specific level on Regents or alternatives	5 NYS Regents Required for Regents Diploma

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See the attachment uploaded below that describes the process for assigning points within each HEDI rating category. It shows that it is possible for a principal to earn any of the points in a scoring range. The HEDI score a principal receives will be the average of all student scores for achievement.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A principal in the highly effective range has students performing well above district expectations for achievement for the subject or grade. For example, 90% or more of students meet or exceed NYS or District expectations for achievement.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A principal in the effective range has students meeting district expectations for achievement for the subject or grade. For example, 31-89% of students meet NYS or District expectations for achievement.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

The attachment describes the process for assigning points on the HEDI scale. A principal in the developing range has students performing below district expectations for achievement for the subject or grade. For example, 10-30% of students meet NYS or District expectations for achievement.

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

The attachment describes the process for assigning points on the HEDI scale. A principal in the developing range has students performing well below district expectations for achievement for the subject or grade. For example, 0-9% of students meet NYS or District expectations for achievement.

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/5366/142748-qBFVOWF7fC/Solvay UFSD Locally Selected Measures of Student Achievement FINAL20120822.doc

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

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

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

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

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

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

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

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

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

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

with high school grades

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-3	(d) measures used by district for teacher evaluation	AIMSWeb

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See the attachment uploaded below that describes the process for assigning points within each HEDI rating category. It shows that it is possible for a principal to earn any points in a scoring range. The HEDI score a principal receives will be the average of all student scores for achievement.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A principal in the highly effective range has students performing well above district expectations for achievement for the subject or grade. For example, 90% or more of students meet or exceed NYS or District expectations for achievement.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A principal in the effective range has students meeting district expectations for achievement for the subject or grade. For example, 31-89% of students meet NYS or District

expectations for achievement.

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

The attachment describes the process for assigning points on the HEDI scale. A principal in the developing range has students performing below district expectations for achievement for the subject or grade. For example, 10-30% of students meet NYS or District expectations for achievement.

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

The attachment describes the process for assigning points on the HEDI scale. A principal in the developing range has students performing well below district expectations for achievement for the subject or grade. For example, 0-9% of students meet NYS or District expectations for achievement.

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/5366/142748-T8MIGWUVm1/Solvay UFSD Locally Selected Measures of Student Achievement FINAL20120822.doc

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 District will use the following controls or adjustments for the Comparable Growth Measures:

Scores of students with disabilities will be adjusted using the same criteria and calculations as those used by NYSED when scores on 4-8 math and ELA assessments were adjusted for purposes of accountability, each raw score increased by a factor of 1.17. This is done because students with disabilities, by virtue of their designation of requiring an Individualized Education Plan, have different goals and instructional supports in the educational setting than the general population. This will also apply to English Language Learners.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score the work of any student(s) where there is a vested interest in the outcome. They will not score any assessments if the results of the assessments will factor into their evaluation.

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.

For this APPR no principal will have more than one locally selected measure. If in the future, principals who have more than one locally selected measure will have their scores combined. Scores will be weighted by the number of students in each subject, class, or grade span who took those assessments and were measured so that each principal's final score accurately reflects the total number of students assessed.

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 Thursday, June 14, 2012

Updated Thursday, August 23, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

III. Principal Practice Rubric

a. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.

b. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.

c. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:

- Domain 1-Shared Vision of Learning: 10 points
- Domain 2-School Culture and Instructional Program: 20 points
- Domain 3-Safe, Efficient, Effective Learning Environment: 10 points
- Domain 4-Community: 5 points
- Domain 5-Integrity, Fairness, and Ethics: 10 points
- Domain 6-Political, Social, Economic, Legal and Cultural Context: 5 points

d. If the Superintendent rates the principal Effective or Highly Effective, the total points allocated to that domain/standard will be awarded to the principal. If the Superintendent rates the principal Developing, 65% to 74% of the allocated points to that domain/standard will be awarded to the principal. If the Superintendent rates the principal Ineffective, 0% to 64% of the allocated points to domain/standard will be awarded to the principal.

See attached HEDI tables.

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/5143/142754-pMADJ4gk6R/Solvay UFSD Principal APPR Process for Assigning Points and Determining HEDI Ratings.doc

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

Highly Effective: Overall performance and results exceed standards.	The above attachment describes the process for assigning points on the HEDI scale. A principal in the highly effective range performs well above district expectations for achievement or growth for the indicators on the Multidimensional Principal Performance Rubric with a score in the 59-60 range.
Effective: Overall performance and results meet standards.	The above attachment describes the process for assigning points on the HEDI scale. A principal in the effective range meets district expectations for achievement or growth for the indicators on the Multidimensional Principal Performance Rubric with a score in the 57-58 range.

Developing: Overall performance and results need improvement in order to meet standards.	The above attachment describes the process for assigning points on the HEDI scale. A principal in the developing range performs below district expectations for achievement or growth for the indicators on the Multidimensional Principal Performance Rubric with a score in the 55-56 range.
Ineffective: Overall performance and results do not meet standards.	The above attachment describes the process for assigning points on the HEDI scale. A principal in the developing range performs well below district expectations for achievement or growth for the indicators on the Multidimensional Principal Performance Rubric with a score in the 0-54 range.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

Tenured Principals

By supervisor	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

10. Composite Scoring (Principals)

Created Monday, June 18, 2012

Updated Thursday, August 23, 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	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, June 18, 2012

Updated Thursday, August 23, 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/5276/143481-Df0w3Xx5v6/Solvay UFSD APPR Principal Improvement Plan.doc](#)

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:

Solvay UFSD Principal Appeals Process

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

- The substance of the annual professional performance review;*
- The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;*
- The adherence to the Commissioner's regulations, as applicable to such reviews;*
- Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or*

improvement plans; and

- The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.

B. Principals receiving a rating of ineffective or developing shall have the right to appeal their rating. Such appeal shall be made to the Superintendent of Schools upon any written documentation the principal wishes to present and an opportunity for the principal to be heard, no later than fifteen (15) calendar days following receipt of the final rating notice. Failure to file for a hearing within the fifteen (15) calendar days shall be considered as a waiver of this appeal process. The Lead Evaluator shall have the opportunity to submit any written documentation in support of the evaluation and shall make copies of the materials available to the principal at least five (5) work days before the interview with the Superintendent. The Superintendent shall interview the Lead Evaluator and the principal. The principal shall be entitled to SAANYS representation at such interview. The determination of the Superintendent with regard to the evaluation appeal shall be final.

C. The grievance and/or arbitration procedures in the negotiated collective bargaining agreement shall not be used to appeal or review a principal's performance review for APPR results conducted in the 2012-13 school year. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

D. The parties understand that they will negotiate an appeal process for the 2013-14 and subsequent years and that this provision of the APPR agreement shall be applicable to appeals for the 2012-13 school year only and shall sunset thereafter.

E. All costs except those costs associated with Union or legal representation for the principal of the appeals process shall be the responsibility of the District.

F. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

G. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Lead Evaluator Training: The Board of Education will ensure that all lead evaluators have been trained and certified in accordance with NYS regulations. The district will utilize the OCM BOCES Network Team evaluator/ lead evaluator training for principals, in accordance with SED procedures and processes, focusing on the ISLLC Standards and the Multidimensional Principal Performance Rubric. Ongoing training will occur throughout the school year with the total training time commensurate with SED expectations.

Lead evaluator training will include training on:

- The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable;
- Evidence-based observation techniques that are grounded in research;
- Application and use of the student growth percentile model and the value-added growth model;
- Application and use of the principal rubric, including training on the effective application of such rubrics to observe a principal's practice;
- Application and use of any assessment tools that the school district or BOCES utilizes to evaluate its 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.;
- Application and use of any locally selected measures of student achievement used by the district to evaluate principals;
- Use of the Statewide Instructional Reporting System;
- The scoring methodology including how scores are generated for each sub-component 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 principals' overall rating and their sub-component ratings;
- Specific considerations in evaluating principals of English language learners, students in poverty, and students with disabilities.

Upon completion of the initial year-long training for lead evaluators, administrator(s) will be certified as lead evaluators. The lead evaluator responsible for principal evaluation will continue training on an annual basis through participation in the annual follow-up training lead evaluators provided by the OCM BOCES Network Team. This training will support the continued growth in understanding of the nine elements of the performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the principal performance evaluation process. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, June 18, 2012

Updated Friday, August 24, 2012

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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/5581/143771-3Uqgn5g9Iu/District Certification 8-16-12_1.pdf](assets/survey-uploads/5581/143771-3Uqgn5g9Iu/District%20Certification%208-16-12_1.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.

Solvay UFSD Sample Student Learning Objective Conversion Scale with a Target of “80% of students meeting expectations.” (To be used by all principals and teachers required to create SLOs.)

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95+	94-90	89-85	84	83	82	81	<u>80-79</u>	78-77	76-75	74-73	72-70	69-66	65-62	61-58	57-54	53-52	51-50	49-30	29-15	14-0

Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire class/section (as in the above sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations.

If a teacher has to do more than one SLO, the following is an example of how the results from multiple SLOs will translate into one overall score/rating for a teacher:

1. Lead evaluator will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 points.
2. Each SLO must then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points. □(Note: Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.)

Example of a teacher with multiple SLOs:

SAMPLE TEACHER WITH 3 SLOs	SLO 1: (30 students)	SLO 2: (25 students)	SLO 3: (20 students)
STEP 1: (assess results of each SLO separately)	17/20 points Effective	15/20 points Effective	19/20 points Highly Effective
STEP 2: (weight each SLO proportionately)	30 students/75 TOTAL students = 40% of overall	25 students/75 TOTAL students = 33% of overall	20 students/75 TOTAL students = 27% of overall
STEP 3: (calculate proportional points for each SLO)	17 points x 40%= 7 points	15 points x 33%= 5 points	19 points x 27%= 5 points
OVERALL GROWTH COMPONENT SCORE (round to the nearest whole number; ≥ .5 rounds up and < .5 rounds down): 17points, Effective.			

Solvay UFSD Locally Selected Measures of Student Achievement for Teachers and Principals

20% of a teacher's composite score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner. This percentage will be 15% for teachers provided with a value-added growth score by NYSED for the growth on state assessments or other comparable measures.

Departments/district-wide grade levels may choose from the options below:

Option one: Administer a district-wide developed/approved assessment for all students in that subject/grade level.

Option two: Use a third party assessment from the third party vendor list provided by NYSED.

Option three: Write a "local achievement target" (LAT) that is aligned to the same assessment as was chosen for the growth measure above but has a different student goal than was written for the growth SLO. For example: a third grade teacher may have a growth SLO goal that addresses the percentage of students expected to receive a score of 3 or higher on the 3rd grade State ELA assessment and might have a LAT for the percentage of students expected to receive a level 4 on the same assessment.

Option four: Give a different district, regional, or BOCES approved assessment and write a new LAT statement related to that assessment.

Decisions on which of the above options will be utilized by a grade/subject/department will be completed by May 1st of the previous school year so that it can be entered into the APPR Review Room portal which is required for the State Education Department. It is agreed that decisions regarding which option to choose must be agreed upon by the entire grade-level or department/subject within a building and approved by the superintendent or his/her designee. If more than one type of locally selected measure is used for different groups of teachers within a grade/subject, the measures will be comparable based on the Standards of Educational and Psychological Testing.

For those teachers using AIMSweb, an approved third party assessment, the following process will be used for the calculation and awarding of points in assigning HEDI categories. This applies to teachers of ELA and math in grades K-8:

Each student's Rate of Improvement (ROI) and growth percentile for AIMSweb measures (e.g. AIMSweb Reading CBM or AIMSweb Math-CAP) would be computed in four (4) steps:

1. Subtracting the fall screening raw score from the spring screening raw score;
2. Dividing the result by 36 weeks and rounding to 2 decimal places;

3. Converting the result to a growth (ROI) percentile rank using AIMSweb growth norms; and
4. Converting the growth percentile to a point value to be used in calculating the educator evaluation score.

The teacher's evaluation score would be the average point value of students in the class.

Find the average point value for students in the class by:

1. Summing the individual students' point values,
2. Dividing by the number of students, and
3. Rounding to one decimal place.

This AIMSweb recommended mapping method applies to principals as well as teachers. For a principal, the evaluation score would be the average point score for all of the students in the respective grade spans: K-3, 4-5, and 6-8.

Teacher and Principal Local Measure Conversion Scale for those receiving a NYS Value-Added Measure:

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95-96	89-81	80-71	70-61	60-51	50-41	40-31	30-26	25-22	21-18	17-14	13-10	9-7	6-4	3-0

Teacher and Principal Local Measure Conversion Scale for those not receiving a NYS Value-Added Measure (specifically K-3):

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	97-98	93-94	89-79	78-73	72-67	66-61	60-55	54-49	48-43	42-37	36-31	30-25	24-22	21-19	18-16	15-13	12-10	9-7	6-4	3-0

The following process will be used for the calculation and awarding of points in assigning HEDI categories **for all other teachers** (i.e. those **not** using AIMSweb). This process involves the use of the student's score on the summative assessment used to calculate student achievement.

For principals, their HEDI score will be the average of **all** student scores for achievement.

The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring HEDI ranges.

Performance Index Calculation

Assessment Score	Performance Level
0-54	1
55-64	2
65-84	3
85-100	4

Below is the calculation used when 20% of a teacher's composite score is based on locally selected measures of student achievement (yielding a score on the HEDI scale of 0-20):

$$\frac{(\text{\# students scoring 2,3,4}) + (\text{\# students scoring 3,4})}{\text{\# students tested}} \times 10 = \text{\textit{HEDI Score}}$$

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

Below is the calculation used when 15% of a teacher’s composite score is based on locally selected measures of student achievement (yielding a score on the HEDI scale of 0-15):

$$\frac{(\text{\# students scoring 2,3,4}) + (\text{\# students scoring 3,4})}{\text{\# students tested}} \times 7.5 = \text{\textit{HEDI Score}}$$

HIGHLY EFFECTIVE		EFFECTIVE							DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	

Teachers with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested or the number of assessments administered to the same student population.

Locally Developed Controls

Scores of students with disabilities will be adjusted using the same criteria and calculations as those used by NYSED when scores on 4-8 math and ELA assessments were adjusted for purposes of accountability, each raw score increased by a factor of 1.17. This is done because students with disabilities, by virtue of their designation of requiring an Individualized Education Plan, have different goals and instructional supports in the educational setting than the general population. This will also apply to English Language Learners.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score the work of any student(s) where there is a vested interest in the outcome. They will not score any assessments if the results of the assessments will factor into their evaluation.

Subcomponent and composite scoring ranges for the 2012-13 school year for teachers with a value-added growth measure provided by NYSED:

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	Other 60 Points	Overall Composite Score
Ineffective	0-2	0-2	0-8	0-64
Developing	3-9	3-7	9-26	65-74
Effective	10-21	8-13	27-53	75-90
Highly Effective	22-25	14-15	54-60	91-100

Subcomponent and composite scoring ranges for the 2012-13 school year for teachers with a student growth score provided by NYSED or other comparable measures used to determine student growth score:

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	Other 60 Points	Overall Composite Score
Ineffective	0-2	0-2	0-8	0-64
Developing	3-8	3-8	9-26	65-74
Effective	9-17	9-17	27-53	75-90
Highly Effective	18-20	18-20	54-60	91-100

NYSED is responsible for determining the subcomponent scoring ranges for student growth on state assessments or other comparable measures and the locally selected measures of student achievement. It is also responsible for determining the overall composite score. The subcomponent scoring ranges in the above charts for the other 60 points have been developed locally.

Rev.: August 20, 2010

Solvay UFSD Locally Selected Measures of Student Achievement for Teachers and Principals

20% of a teacher's composite score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner. This percentage will be 15% for teachers provided with a value-added growth score by NYSED for the growth on state assessments or other comparable measures.

Departments/district-wide grade levels may choose from the options below:

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Option two: Use a third party assessment from the third party vendor list provided by NYSED.

Option three: Write a "local achievement target" (LAT) that is aligned to the same assessment as was chosen for the growth measure above but has a different student goal than was written for the growth SLO. For example: a third grade teacher may have a growth SLO goal that addresses the percentage of students expected to receive a score of 3 or higher on the 3rd grade State ELA assessment and might have a LAT for the percentage of students expected to receive a level 4 on the same assessment.

Option four: Give a different district, regional, or BOCES approved assessment and write a new LAT statement related to that assessment.

Decisions on which of the above options will be utilized by a grade/subject/department will be completed by May 1st of the previous school year so that it can be entered into the APPR Review Room portal which is required for the State Education Department. It is agreed that decisions regarding which option to choose must be agreed upon by the entire grade-level or department/subject within a building and approved by the superintendent or his/her designee. If more than one type of locally selected measure is used for different groups of teachers within a grade/subject, the measures will be comparable based on the Standards of Educational and Psychological Testing.

For those teachers using AIMSweb, an approved third party assessment, the following process will be used for the calculation and awarding of points in assigning HEDI categories. This applies to teachers of ELA and math in grades K-8:

Each student's Rate of Improvement (ROI) and growth percentile for AIMSweb measures (e.g. AIMSweb Reading CBM or AIMSweb Math-CAP) would be computed in four (4) steps:

1. Subtracting the fall screening raw score from the spring screening raw score;
2. Dividing the result by 36 weeks and rounding to 2 decimal places;

3. Converting the result to a growth (ROI) percentile rank using AIMSweb growth norms; and
4. Converting the growth percentile to a point value to be used in calculating the educator evaluation score.

The teacher's evaluation score would be the average point value of students in the class.

Find the average point value for students in the class by:

1. Summing the individual students' point values,
2. Dividing by the number of students, and
3. Rounding to one decimal place.

This AIMSweb recommended mapping method applies to principals as well as teachers. For a principal, the evaluation score would be the average point score for all of the students in the respective grade spans: K-3, 4-5, and 6-8.

Teacher and Principal Local Measure Conversion Scale for those receiving a NYS Value-Added Measure:

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95-	89-	80-	70-	60-	50-	40-	30-	25-	21-	17-	13-	9-7	6-4	3-0
96	90	81	71	61	51	41	31	26	22	18	14	10			

Teacher and Principal Local Measure Conversion Scale for those not receiving a NYS Value-Added Measure (specifically K-3):

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	97-	93-	89-	78-	72-	66-	60-	54-	48-	42-	36-	30-	24-	21-	18-	15-	12-	9-7	6-4	3-0
-98	94	90	79	73	67	61	55	49	43	37	31	25	22	19	16	13	10			

The following process will be used for the calculation and awarding of points in assigning HEDI categories **for all other teachers** (i.e. those **not** using AIMSweb). This process involves the use of the student's score on the summative assessment used to calculate student achievement.

For principals, their HEDI score will be the average of **all** student scores for achievement.

The following scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring HEDI ranges.

Performance Index Calculation

Assessment Score	Performance Level
0-54	1
55-64	2
65-84	3
85-100	4

Below is the calculation used when 20% of a teacher's composite score is based on locally selected measures of student achievement (yielding a score on the HEDI scale of 0-20):

$$\frac{(\text{\# students scoring 2,3,4}) + (\text{\# students scoring 3,4})}{\text{\# students tested}} \times 10 = \text{\textit{HEDI Score}}$$

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

Below is the calculation used when 15% of a teacher’s composite score is based on locally selected measures of student achievement (yielding a score on the HEDI scale of 0-15):

$$\frac{(\text{\# students scoring 2,3,4}) + (\text{\# students scoring 3,4})}{\text{\# students tested}} \times 7.5 = \text{\textit{HEDI Score}}$$

HIGHLY EFFECTIVE		EFFECTIVE							DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	

Teachers with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested or the number of assessments administered to the same student population.

Locally Developed Controls

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Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score the work of any student(s) where there is a vested interest in the outcome. They will not score any assessments if the results of the assessments will factor into their evaluation.

Subcomponent and composite scoring ranges for the 2012-13 school year for teachers with a value-added growth measure provided by NYSED:

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	Other 60 Points	Overall Composite Score
Ineffective	0-2	0-2	0-8	0-64
Developing	3-9	3-7	9-26	65-74
Effective	10-21	8-13	27-53	75-90
Highly Effective	22-25	14-15	54-60	91-100

Subcomponent and composite scoring ranges for the 2012-13 school year for teachers with a student growth score provided by NYSED or other comparable measures used to determine student growth score:

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	Other 60 Points	Overall Composite Score
Ineffective	0-2	0-2	0-8	0-64
Developing	3-8	3-8	9-26	65-74
Effective	9-17	9-17	27-53	75-90
Highly Effective	18-20	18-20	54-60	91-100

NYSED is responsible for determining the subcomponent scoring ranges for student growth on state assessments or other comparable measures and the locally selected measures of student achievement. It is also responsible for determining the overall composite score. The subcomponent scoring ranges in the above charts for the other 60 points have been developed locally.

Rev.: August 20, 2010

Solvay UFSD Sample Student Learning Objective Conversion Scale with a Target of “80% of students meeting expectations.” (To be used by all principals and teachers creating SLOs.)

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
95+	94-90	89-85	84	83	82	81	80-79	78-77	76-75	74-73	72-70	69-66	65-62	61-58	57-54	53-52	51-50	49-30	29-15	14-0

Using the NYSED outlined process for developing Student Learning Objectives, teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information teachers will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent mastery of standards across the entire class/section (as in the above sample conversion scale); or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or any other approach depending on discipline and/or student population that meets all regulations.

If a teacher has to do more than one SLO, the following is an example of how the results from multiple SLOs will translate into one overall score/rating for a teacher:

1. Lead evaluator will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 points.
2. Each SLO must then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points. □(Note: Always round to the nearest whole number; ≥.5 rounds up and <.5 rounds down.)

Example of a teacher with multiple SLOs:

SAMPLE TEACHER WITH 3 SLOs	SLO 1: (30 students)	SLO 2: (25 students)	SLO 3: (20 students)
STEP 1: (assess results of each SLO separately)	17/20 points Effective	15/20 points Effective	19/20 points Highly Effective
STEP 2: (weight each SLO proportionately)	30 students/75 TOTAL students = 40% of overall	25 students/75 TOTAL students = 33% of overall	20 students/75 TOTAL students = 27% of overall
STEP 3: (calculate proportional points for each SLO)	17 points x 40%= 7 points	15 points x 33%= 5 points	19 points x 27%= 5 points
OVERALL GROWTH COMPONENT SCORE (round to the nearest whole number; ≥ .5 rounds up and < .5 rounds down): 17points, Effective.			

Note for principals: The HEDI score for principals will be based on the percentage of all students meeting expectations for growth for all SLO’s for the teachers (required to do SLOs) for which that principal is responsible.

Solvay UFSD Locally Selected Measures of Student Achievement for Teachers and Principals

20% of a teacher's composite score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner. This percentage will be 15% for teachers provided with a value-added growth score by NYSED for the growth on state assessments or other comparable measures.

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HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	95-	89-	80-	70-	60-	50-	40-	30-	25-	21-	17-	13-	9-7	6-4	3-0
96	90	81	71	61	51	41	31	26	22	18	14	10			

Teacher and Principal Local Measure Conversion Scale for those not receiving a NYS Value-Added Measure (specifically K-3):

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	97-	93-	89-	78-	72-	66-	60-	54-	48-	42-	36-	30-	24-	21-	18-	15-	12-	9-7	6-4	3-0
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Below is the calculation used when 15% of a teacher’s composite score is based on locally selected measures of student achievement (yielding a score on the HEDI scale of 0-15):

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HIGHLY EFFECTIVE		EFFECTIVE							DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	

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96	90	81	71	61	51	41	31	26	22	18	14	10			

Teacher and Principal Local Measure Conversion Scale for those not receiving a NYS Value-Added Measure (specifically K-3):

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HIGHLY EFFECTIVE		EFFECTIVE							DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	

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Locally Developed Controls

Scores of students with disabilities will be adjusted using the same criteria and calculations as those used by NYSED when scores on 4-8 math and ELA assessments were adjusted for purposes of accountability, each raw score increased by a factor of 1.17. This is done because students with disabilities, by virtue of their designation of requiring an Individualized Education Plan, have different goals and instructional supports in the educational setting than the general population. This will also apply to English Language Learners.

Assessments will be secure and not disseminated to students prior to the assessment administration. Teachers will not score the work of any student(s) where there is a vested interest in the outcome. They will not score any assessments if the results of the assessments will factor into their evaluation.

Subcomponent and composite scoring ranges for the 2012-13 school year for teachers with a value-added growth measure provided by NYSED:

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	Other 60 Points	Overall Composite Score
Ineffective	0-2	0-2	0-8	0-64
Developing	3-9	3-7	9-26	65-74
Effective	10-21	8-13	27-53	75-90
Highly Effective	22-25	14-15	54-60	91-100

Subcomponent and composite scoring ranges for the 2012-13 school year for teachers with a student growth score provided by NYSED or other comparable measures used to determine student growth score:

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	Other 60 Points	Overall Composite Score
Ineffective	0-2	0-2	0-8	0-64
Developing	3-8	3-8	9-26	65-74
Effective	9-17	9-17	27-53	75-90
Highly Effective	18-20	18-20	54-60	91-100

NYSED is responsible for determining the subcomponent scoring ranges for student growth on state assessments or other comparable measures and the locally selected measures of student achievement. It is also responsible for determining the overall composite score. The subcomponent scoring ranges in the above charts for the other 60 points have been developed locally.

Rev.: August 20, 2010

Solvay UFSD Principal APPR Process for Assigning Points and Determining HEDI Ratings

- a. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
- b. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.
- c. The total number of assigned points shall be allocated to the domains/standards in the rubric as follows:
 - Domain 1-Shared Vision of Learning: 10 points
 - Domain 2-School Culture and Instructional Program: 20 points
 - Domain 3-Safe, Efficient, Effective Learning Environment: 10 points
 - Domain 4-Community: 5 points
 - Domain 5-Integrity, Fairness, and Ethics: 10 points
 - Domain 6-Political, Social, Economic, Legal and Cultural Context: 5 points
- d. If the Superintendent rates the principal Effective or Highly Effective, the total points allocated to that domain/standard will be awarded to the principal. If the Superintendent rates the principal Developing, 65% to 74% of the allocated points to that domain/standard will be awarded to the principal. If the Superintendent rates the principal Ineffective, 0% to 64% of the allocated points to domain/standard will be awarded to the principal.
- e. The following will be used in determining HEDI for Other Measures.

Standards for Rating Categories	Other Measures of Effectiveness (Teacher and Leader Standards)
Highly Effective	Overall performance and results exceed standards.
Effective	Overall performance and results meet standards.
Developing	Overall performance and results need improvement in order to meet standards.
Ineffective	Overall performance and results do not meet standards.

- f. The following will be used to determine the distribution of points for the Other Measures

Overall Rubric Score and Goals	Rating Category	0-60 Point Distribution
60	Highly Effective	59-60
54-59	Effective	57-58
48-53	Developing	55-56
0-47	Ineffective	0-54

Solvay UFSD Multiple Measures of Teacher Effectiveness

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score is based on other measures of teacher effectiveness consistent with standards prescribed by the Commissioner in regulation. Based on its inclusion of the NYSED-approved list of rubrics, the Danielson's 2011 *Framework for Teaching* (FFT) will be used by the district to score this section of the evaluation.

In order to support continuous professional growth, 60 points shall be based on teacher professional practices as listed above including observations and other evidence. In the case of classroom observations, 32 points will be based on Domains 2 and 3 of FFT. A combination of longer and shorter observations (both announced and unannounced) will be conducted for all teachers. All observations regardless of length will be followed by teacher and observer feedback. In the case of a required formal observation, a pre- and post- conference will be conducted as well.

These observations and subsequent post-conferences will provide the lead evaluator with the data needed to complete the rubrics for Domains 2 and 3. The classroom teacher should provide evidence to the lead evaluator as a basis for completing the rubrics for Domains 1 and 4 for the FFT.

The following structure will be used to calculate the number of points for the teacher effectiveness composite score. There are four domains. Each domain is comprised of a set of components. It will be possible for a teacher to obtain each point in the scoring ranges, including 0 for each subcomponent. Each domain and its components along with their corresponding point values will be scored as follows.

***A Framework for Teaching* (2011) Charlotte Danielson**

Domain 1: Planning and Preparation (14 pts.)

a. Demonstrating Knowledge of Content and Pedagogy – 3 pts.

- Knowledge of Content and the Structure of the Discipline
- Knowledge of Prerequisite Relationships
- Knowledge of Content-Related Pedagogy

b. Demonstrating Knowledge of Students – 3 pts.

- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs

- c. Selecting Instructional Outcomes – 2 pts.**
 - Value, Sequence, and Alignment
 - Clarity
 - Balance
 - Suitability for Diverse Learners

- d. Demonstrating Knowledge of Resources – 2 pts.**
 - Resources for Classroom Use
 - Resources to Extend Content Knowledge and Pedagogy
 - Resources for Students

- e. Designing Coherent Instruction – 2 pts.**
 - Learning Activities
 - Instructional Materials and Resources
 - Instructional Groups
 - Lesson and Unit Structure

- f. Designing Student Assessment – 2 pts.**
 - Congruence with Instructional Outcomes
 - Criteria and Standards
 - Design of Formative Assessments

Domain 2: The Classroom Environment (16 pts.)

- a. Creating an Environment of Respect and Rapport – 4 pts.**
 - Teacher Interaction with Students
 - Student Interactions with One Another

- b. Establishing a Culture for Learning – 4 pts.**
 - Importance of the Content
 - Expectations for Learning and Achievement
 - Student Pride in Work

- c. Managing Classroom Procedures – 3pts.**
 - Management of Instructional Groups
 - Management of Transitions
 - Management of Materials and Supplies
 - Performance of Non-Instructional Duties
 - Supervision of Volunteers and Paraprofessionals

- d. Managing Student Behavior – 3 pts.**
 - Expectations
 - Monitoring of Student Behavior
 - Response to Student Misbehavior

- e. Organizing Physical Space – 2 pts.**
 - Safety and Accessibility
 - Arrangement of Furniture and Use of Physical Resources

Domain 3: Instruction (16 pts.)

- a. Communicating with Students – 3 pts.**
 - Expectations for Learning
 - Directions and Procedures
 - Explanations of Content
 - Use of Oral and Written Language

- b. Using Questioning and Discussion Techniques – 3 pts.**
 - Quality of Questions
 - Discussion Techniques
 - Student Participation

- c. Engaging Students in Learning – 4 pts.**
 - Activities and Assignments
 - Grouping of Students
 - Instructional Materials and Resources
 - Structure and Pacing

- d. Using Assessment in Instruction – 3 pts.**
 - Assessment Criteria
 - Monitoring of Students Learning
 - Feedback to Students]
 - Student Self-Assessment and Monitoring of Progress

- e. Demonstrating Flexibility and Responsiveness – 3 pts.**
 - Lesson Adjustment
 - Response to Students
 - Persistence

Domain 4: Professional Responsibilities (14 pts.)

- a. Reflecting on Teaching – 5 pts. (Goals/SLOs)**
 - Accuracy
 - Use in Future Teaching

- b. Maintaining Accurate Records – 1 pt.**
 - Student Completion of Assignments
 - Student Progress in Learning
 - Non-instructional Records

- c. Communicating with Families – 2 pts.**
 - Information About the Instructional Program
 - Information About Individual Students
 - Engagement of Families in the Instructional Program

- d. Participating in a Professional Community – 2 pts.**
 - Relationships with Colleagues
 - Involvement in a Culture of Professional Inquiry
 - Service to the School
 - Participation in School and District Projects

e. Growing and Developing Professionally – 2 pts.

- Enhancement of Content Knowledge and Pedagogical Skill
- Receptivity to Feedback from Colleagues
- Service to the Profession

f. Demonstrating Professionalism – 2 pts.

- Integrity and Ethical Conduct
- Service to Students
- Advocacy
- Decision Making

The following table will be used in awarding points for each component's value (depending on the number of points possible):

	5pts	4pts	3pts	2pts	1pt
Highly Effective	4-5	4	3	2	1
Effective	2-3	2-3	2	2	1
Developing	1	1	1	1	1
Ineffective	0	0	0	0	0

Subcomponent and Composite Scoring Ranges 2012-13

NYSED has set the following scoring ranges for the overall rating categories and the rating categories for the State assessment and other comparable measures subcomponent and the locally selected measures subcomponent.

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 students learning and instruction.

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	60% Other Measures
Ineffective 0-64	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 of student learning standards for grade/subject.	Overall teacher performance and results are well below standards.
Developing	Results are below State	Results are below district or	Overall performance and

65-74	average for similar students (or district goals if no State test).	BOCES-adopted expectations for growth or achievement of student learning standards for grade/subject.	results need improvement in order to meet standards.
Effective 75-90	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 of student learning standards for grade/subject.	Overall teacher performance and results meet standards.
Highly Effective 91-100	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 of student learning standards for grade/subject.	Overall teacher performance and results exceed standards.

Level	Growth or Comparable Measures (Student Learning Objectives)
Highly Effective	Results are well-above state average for similar students (or District goals if no state test).
Effective	Results meet state average for similar students (or District goals if no state test).
Developing	Results are below state average for similar students (or District goals if no state test).
Ineffective	Results are well-below state average for similar students (or District goals if no state test).

Subcomponent and composite scoring ranges for the 2012-13 school year for teachers with a value-added growth measure provided by NYSED:

Level	Student Growth on State Assessments or Other Comparable Measures	Locally Selected Measures of Student Achievement	Other 60 Points	Overall Composite Score
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NYSED is responsible for determining the subcomponent scoring ranges for student growth on state assessments or other comparable measures and the locally selected measures of student achievement. It is also responsible for determining the overall composite score. The subcomponent scoring ranges in the above charts for the other 60 points have been developed locally.

Revised August 22, 2012

Solvay UFSD APPR Teacher Improvement Plan (TIP)

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

Teacher: _____ Grade/Subject: _____
 Lead Evaluator: _____ Date: _____

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

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the teacher must meet in order to achieve an effective rating.

Describe the supporting resources (i.e. professional development, time, people/mentor, and materials) that will be directed in support of the plan outlined above:

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

Lead Evaluator's Signature _____ Date: _____
 Teacher's Signature: _____ Date: _____
 STA Representative: _____ Date: _____

Progress Monitoring Dates

_____ The teacher has met the performance goals identified in the TIP.
 _____ The teacher has not met the performance goals identified in the TIP.

Solvay UFSD APPR Principal Improvement Plan (PIP)

The purpose of the PIP is the improvement of principal practice. The goal is to provide resources and support for principals who have been rated as "developing" or "ineffective." The Superintendent and principal will jointly determine the strategies to be undertaken to correct the deficiencies.

Principal: _____ Grade/Subject: _____

Lead Evaluator: _____ Date: _____

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

Priority	Area needing improvement	Performance goal

Describe the plan for improvement with specific, measurable objectives, timeline and process the principal must meet in order to achieve an effective rating.

Describe the supporting resources (i.e. professional development, time, people/mentor, and materials) that will be directed in support of the plan outlined above:

The principal, Lead Evaluator, and an Association representative (if requested by the principal) shall meet to assess the effectiveness and appropriateness of the PIP in assisting the principal to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly.

Superintendent's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

The principal has met the performance goals identified in the PIP.

The principal has not met the performance goals identified in the PIP.

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

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

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

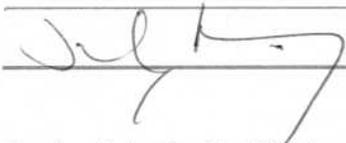
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

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

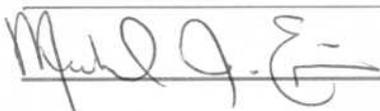
Signatures, dates

Superintendent Signature: Date:

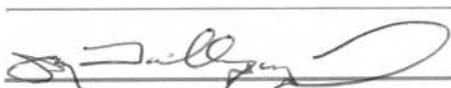
 16 Aug 12

Interim Superintendent
 Thomas G. Helmer 8/16/12

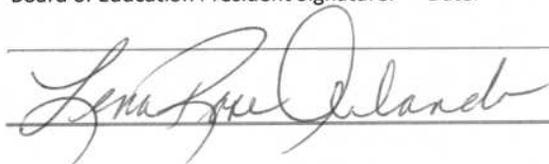
Teachers Union President Signature: Date:

 8/16/12

Administrative Union President Signature: Date:

 8/16/12

Board of Education President Signature: Date:

 8/16/12