



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

Commissioner of Education  
President of the University of the State of New York  
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October 4, 2012

Dr. Raymond H. Blanch, Superintendent  
Somers Central School District  
PO Box 620  
Lincolndale, NY 10540

Dear Superintendent Blanch:

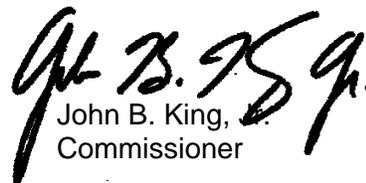
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King,  
Commissioner

Attachment

c: James T. Langlois

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

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

# Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 09, 2012

Updated Tuesday, September 25, 2012

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 662101060000

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

662101060000

#### 1.2) School District Name: SOMERS CSD

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

SOMERS CSD

#### 1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, May 09, 2012

Updated Tuesday, October 02, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you See Chart 2.11

may upload a table or graphic at 2.11, below.	
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85 - 100% of students met or exceeded the learning target. See Chart 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70 - 84% of students met or exceeded the learning target. See Chart 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students met or exceeded the learning target. See Chart 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	49% or fewer students met or exceeded the learning target. See Chart 2.11

## 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	SCSD Kindergarten Math Benchmark Assessments
1	District, regional, or BOCES-developed assessment	SCSD First Grade Math Benchmark Assessments
2	State-approved 3rd party assessment	STAR Math Enterprise

	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.	
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## 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	SCSD Sixth Grade Science Benchmark Assessment
7	District, regional or BOCES-developed assessment	SCSD Seventh Grade Science Benchmark 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.	See Chart 2.11
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## 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	SCSD 6th Grade Social Studies Benchmark Assessment
7	District, regional or BOCES-developed assessment	SCSD 7th Grade Social Studies Benchmark Assessment
8	District, regional or BOCES-developed assessment	SCSD 8th Grade Social Studies Benchmark 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.	See Chart 2.11
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85 - 100% of students met or exceeded the learning target. See Chart 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students met or exceeded the learning target. See Chart 2.11

## 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	SCSD Global 1 Benchmark 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.	See Chart 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students met or exceeded the learning target. See Chart 2.11

## 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.	See Chart 2.11
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## 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.	See Chart 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	49% or fewer students met or exceeded the learning target. See Chart 2.11

## 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	SCSD Grade 9 ELA Benchmark
Grade 10 ELA	District, regional or BOCES-developed assessment	SCSD Grade 10 ELA Benchmark
Grade 11 ELA	Regents assessment	Regents

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.	See Chart 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

49% or fewer students met or exceeded the learning target.  
See Chart 2.11

## 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	SCSD Course Specific Art Assessments
Music K-12	District, Regional or BOCES-developed	SCSD Course Specific Music Assessments
PE K-12	District, Regional or BOCES-developed	SCSD Course Specific PE Assessments
K-2 Library	State-approved 3rd party assessment	STAR Early Literacy Enterprise and STAR Reading Enterprise
3 -5 Library	District, Regional or BOCES-developed	SCSD Grade Specific Library Assessment
AIS Reading or Math Teachers K-2	State-approved 3rd party assessment	STAR Early Literacy Enterprise, STAR Reading Enterprise or STAR Math Enterprise
AIS Reading or Math Teachers 3-8	State Assessment	Grade Specific State Assessment in ELA or Math
AIS Reading Grade 9	State-approved 3rd party assessment	STAR Reading Enterprise
Special Ed	State-approved 3rd party assessment	STAR Reading Enterprise, STAR Math Enterprise
Grade 7 Foreign Language	District, Regional or BOCES-developed	SCSD Grade 7 Foreign Language Benchmark Assessment
Grade 8 Foreign Language	District, Regional or BOCES-developed	PNW BOCES Level 2 Assessment
Grade 9 Foreign Language	District, Regional or BOCES-developed	PNW BOCES Level 3 Assessment
6-12 Health	District, Regional or BOCES-developed	SCSD Course Specific Benchmark Assessment Health
Family and Consumer Science 6-12	District, Regional or BOCES-developed	SCSD Course Specific Benchmark Assessment of Family and Consumer Science
Technology Education 6-12	District, Regional or BOCES-developed	SCSD Course Specific Benchmark Assessment Technology Education
English Non Regents Subjects 9-12	District, Regional or BOCES-developed	SCSD Course Specific Benchmark Assessment for Non-Regents English
Social Studies Non-Regents 9-12	District, Regional or BOCES-developed	SCSD Course Specific Benchmark Assessment for Non-Regents Social Studies
Science Non-Regents 9-12	District, Regional or BOCES-developed	SCSD Course Specific Benchmark Assessment for Non-Regents Science
Math Non-Regents 9-12	District, Regional or BOCES-developed	SCSD Course Specific Benchmark Assessment for Non-Regents Math

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.

See Chart 2.11

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

85 - 100% of students met or exceeded the learning target.  
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See Chart 2.11

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See Chart 2.11

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

49% or fewer students met or exceeded the learning target.  
See Chart 2.11

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/5364/127496-TXEttx9bQW/SCSD SLO Process and Point Conversion Scale.pdf*

## 2.12) Locally Developed Controls

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

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

*Adjustments for Comparable Growth Measures will be based solely on students' baseline data. Somers Central School District will examine multiple data sources in order to determine that targets set are rigorous and fair and represent appropriate growth targets for all students.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Wednesday, May 09, 2012

Updated Tuesday, September 25, 2012

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#### Page 1

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

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

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

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

.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	Not applicable	SCSD Grade 4 will focus their Local Assessment on Student Achievement in Mathematics
5	Not applicable	SCSD Grade 5 will focus their Local Assessment on Student Achievement in Mathematics

6	5) District, regional, or BOCES–developed assessments	SCSD Grade 6 Benchmark Writing Assessment
7	5) District, regional, or BOCES–developed assessments	SCSD Grade 7 Benchmark Writing Assessment
8	5) District, regional, or BOCES–developed assessments	SCSD Grade 8 Benchmark Writing Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using results of local data – including prior academic achievement results - a baseline proficiency score will be identified for an entire class. Based on the percentage of students that meet or exceed the identified proficiency level, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the conversion chart See Chart 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 89-100% of students have met or exceeded proficiency. See Chart 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 75-88% of students have met or exceeded proficiency. See Chart 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 65-74% of students have met or exceeded proficiency. See Chart 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 64% or fewer students have met or exceeded proficiency. See Chart 3.3

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Enterprise
5	4) State-approved 3rd party assessments	STAR Math Enterprise
6	5) District, regional, or BOCES–developed assessments	SCSD Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	SCSD Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	SCSD Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using results of local data – including prior academic achievement results - a baseline proficiency score will be identified for an entire class. Based on the percentage of students that meet or exceed the identified proficiency level, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the conversion chart See Chart 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 89-100% of students have met or exceeded proficiency. See Chart 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 75-88% of students have met or exceeded proficiency. See Chart 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 65-74% of students have met or exceeded proficiency. See Chart 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 64% or fewer students have met or exceeded proficiency. See Chart 3.3

### 3.3) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/127514-rhJdBgDruP/SCSD Local Achievement for ELA and Math 4-8 Chart 3.3\_1.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	Not applicable	SCSD K will focus their Local Assessment on Student Achievement in Mathematics
1	Not applicable	SCSD Grade 1 will focus their Local Assessment on Student Achievement in Mathematics
2	Not applicable	SCSD Grade 2 will focus their Local Assessment on Student Achievement in Mathematics

3	Not applicable	SCSD Grade 3 will focus their Local Assessment on Student Achievement in Mathematics
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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.	See Chart 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 89-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 75-88% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 65-74% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 64% or fewer students have met or exceeded proficiency. See Chart 3.13

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	SCSD Benchmark K Math K Assessment
1	6(ii) School-wide measure computed locally	SCSD Benchmark Math 1 Assessment
2	6(ii) School-wide measure computed locally	SCSD Benchmark Math 2 Assessment
3	4) State-approved 3rd party assessments	STAR Math Enterprise

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Chart 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 89-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 75-88% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 65-74% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 64% or fewer students have met or exceeded proficiency. See Chart 3.13

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	SCSD Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	SCSD Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	SCSD Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Chart 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 89-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 75-88% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 65-74% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 64% or fewer students have met or exceeded proficiency. See Chart 3.13

### 3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Chart 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 89-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 75-88% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 65-74% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 64% or fewer students have met or exceeded proficiency. See Chart 3.13

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	SCSD Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	SCSD Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	SCSD American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An area of focus targeting priority standards will be determined based on previous and current student academic achievement. Locally developed assessments for each specific course will provide the measure against that targeted proficiency level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 89-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 75-88% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 65-74% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 64% or fewer students have met or exceeded proficiency. See Chart 3.13

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	SCSD Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	SCSD Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	SCSD Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	SCSD Physics Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An area of focus targeting priority standards will be determined based on previous and current student academic achievement. Locally developed assessments for each specific course will provide the measure against that targeted proficiency level.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 89-100% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 65-74% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 75-88% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 64% or fewer students have met or exceeded proficiency. See Chart 3.13

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	SCSD Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	SCSD Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	SCSD Algebra 2 Assessment

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.	An area of focus targeting priority standards will be determined based on previous and current student academic achievement. Locally developed assessments for each specific course will provide the measure against that targeted proficiency level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 89-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 75-88% of

grade/subject.	students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 65-74% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 64% or fewer students have met or exceeded proficiency. See Chart 3.13

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	SCSD Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	SCSD Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	SCSD Grade 11 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	An area of focus targeting priority standards will be determined based on previous and current student academic achievement. Locally developed assessments for each specific course will provide the measure against that targeted proficiency level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 89-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 75-88% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 65-74% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 64% or fewer students have met or exceeded proficiency. See Chart 3.13

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art K-12	5) District/regional/BOCES–developed	SCSD Grade Specific Art Assessments
Music K-12	5) District/regional/BOCES–developed	SCSD Grade Specific Music Assessments
PE K-12	6(ii) School wide measure computed locally	SCSD Grade Specific PE Assessments
K-5 Library	5) District/regional/BOCES–developed	SCSD Grade Specific Information Literacy Assessments
AIS 4-8 ELA and Math	5) District/regional/BOCES–developed	SCSD Grade Specific ELA or Math Assessments
All other Special Ed and AIS Teachers	5) District/regional/BOCES–developed	SCSD Grade Specific ELA or Math Assessments
Grade 7 - 8 Foreign Language	5) District/regional/BOCES–developed	SCSD Grade Specific Foreign Language Assessments
Grade 9 Foreign Language	5) District/regional/BOCES–developed	SCSD Grade 9 Foreign Language Assessment
6-12 Health	5) District/regional/BOCES–developed	SCSD Grade Specific Health Assessments
Family and Consumer Science 6-12	5) District/regional/BOCES–developed	SCSD Grade Specific Family and Consumer Science Assessments
Technology Education 6-12	5) District/regional/BOCES–developed	SCSD Grade Specific Technology Assessments
English Non-Regents Subjects 9-12	5) District/regional/BOCES–developed	SCSD Course Specific ELA Assessments
Social Studies Non-Regents Subjects 9-12	5) District/regional/BOCES–developed	SCSD Course Specific Social Studies Assessments
Science Non-Regents Subjects 9-12	5) District/regional/BOCES–developed	SCSD Course Specific Science Assessments
Math Non-Regents Subjects 9-12	5) District/regional/BOCES–developed	SCSD Course Specific Math Assessments
All other teachers not named above	5) District/regional/BOCES–developed	SCSD Grade/Course Specific Assessments of Student Achievement

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.	An area of focus targeting priority standards will be determined based on previous and current student academic achievement. Locally developed assessments for each specific course will provide the measure against that targeted proficiency level.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Highly Effective when 89-100% of students have met or exceeded proficiency. See Chart 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Effective when 75-88% of students have met or exceeded proficiency. See Chart 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student academic growth With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Developing when 65-74% of students have met or exceeded proficiency. See Chart 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	With a baseline proficiency score identified for the entire class, the teacher will receive a rating of Ineffective when 64% or fewer students have met or exceeded proficiency. See Chart 3.13

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

*(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/5139/127514-y92vNseFa4/SCSD Chart 3.13 Local Ach for All Teachers (except 4-8 ELA & Math) and 20 Point Conv Chart.pdf*

### 3.14) Locally Developed Controls

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

*Adjustments for setting targets with local measures will be based solely on students' prior academic history. Somers Central School District will examine multiple data sources in order to determine that targets set are rigorous and fair and represent appropriate achievement targets for all students.*

### 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.

*Scores derived from multiple locally selected measures will be based on the percentage of a teacher's assignment that is spent in each of the areas. The percentage in the assignment will match the percentage given in the total rating/score.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Monday, May 14, 2012

Updated Saturday, September 22, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	38
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	22

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.

*Somers Central School District has worked collaboratively with members of the Principals' and Teachers unions throughout the 2011-2012 school year to develop an Annual Professional Performance Review plan that ensures continuous professional growth and development using the Charlotte Danielson's Framework for Teaching, Revised 2011 edition.*

*The following recommendations were made for Teachers:*

*The rubric will be used in its' entirety – all 22 elements will be part of a teacher's evaluation.*

*All administrators charged with teacher observations – both formal and informal – will be trained in the use of evidence-based observation using the Danielson Framework for Teaching (2011). In addition to training sessions for Principals at the PNWBOCES, the Teachscape Training Module consisting of 20 hours of Teacher Training will provide a common rigorous training base for all administrators.*

38 of the 60 points will be awarded through observations – with a focus on Domains 1-3 of the Danielson Framework for Teaching (2011)

22 of the 60 points will be awarded through a structured review of teacher artifacts consistent with Domain 4 of the Danielson Framework for Teaching (2011). This includes specific professional goal setting as well artifacts related to lesson plans, parent communication and student learning.

Within Domain 4, element 4e, focusing on Growing and Developing Professionally will be weighted more heavily and will involve all teachers in professional goal setting and be reviewed by each building administrator. Teachers will work collaboratively within a professional learning community to establish goals that are rigorous and tied to improved learning for the students they serve.

**Probationary Teachers:**

The following observations will be conducted:

- Three formal observations by the trained building administrators with pre- and post-conferences
- Two informal observations (unannounced) by trained building administrators

**Tenured Teachers:**

The following observations will be conducted:

- For tenured teachers who are on cycle for formal observation, one formal observation will be conducted with pre- and post-conferences by a trained building administrator. As per the negotiated agreement, a teacher during cycle year may elect to develop an Individual Professional Growth Plan (IPGP) and meet with his/her building administrator at least two times during the course of the plan – for approval, checks on progress and for a summative conference.
- For all tenured teachers (including those mentioned above who are on-cycle for formal observation), two informal observations (unannounced) by trained building administrators.

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/5091/129220-eka9yMJ855/SCSD Chart 4.5 Points Determination for Oth Meas of Teacher Eff 60%.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Within Danielson's Framework for Teaching 2011, there are 22 components clustered into 4 Domains - Planning and Preparation, The Classroom Environment, Instruction and Professional Responsibilities. Practice in the Highly Effective category rests upon the establishment of Effective Practice. Teachers whose overall performance falls in the Highly Effective category are exemplary teachers who receive a combination of ratings - most in the effective range and several in the highly effective range. They are highly reflective practioners whose work focuses on student ownership of learning and whose contributions to their professional learning community are invaluable.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers whose overall performance falls in the Effective Category are strong teachers who have mastered their craft. Their classrooms are true learning environments where focus on student achievement is the norm. Most of their ratings within the Danielson Framework for Teaching components are in the effective category - they may have some examples of highly effective practice and an occasional area that is still developing.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers falling within this category are receiving developing ratings on most of the Danielson Framework components. Generally, they are working towards improving their practive in several areas.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers falling within this category are not meeting NYS teaching standards and have demonstrated unsatisfactory practices - resulting

in ineffective instruction for students - in many areas.

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	3
4.6) Observations of Probationary Teachers   Informal/Short	2
4.6) Observations of Probationary Teachers   Enter Total	5

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	2
4.7) Observations of Tenured Teachers   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 tenured teachers be done in person, by video, or both?

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Wednesday, May 09, 2012

Updated Saturday, September 22, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Wednesday, May 09, 2012  
Updated Tuesday, September 25, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/127516-Df0w3Xx5v6/TIP\\_template.doc](assets/survey-uploads/5265/127516-Df0w3Xx5v6/TIP_template.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:

*Teacher Appeals Procedure for Summary Evaluation*

*Informal Process:*

*1. Within two (2) business days of the receipt of a teacher's annual evaluation, the teacher may request in writing an additional*

meeting with his/her immediate supervisor (the person who completed the evaluation) to have a collegial conversation with their supervisor regarding his or her evaluation. The purpose of this meeting is to explore whether the supervisor wishes to consider any changes in the evaluation based upon new information provided by the teacher.

The immediate supervisor will provide his/her decision regarding whether he/she has agreed to make any changes in the evaluation within three (3) business days of the meeting noted above.

*Formal Process:*

2. Within three (3) business days of the receipt of the immediate supervisor's decision regarding changes to the evaluation, the teacher may request in writing, an appeal to the Director of Curriculum and Instruction. Overall performance ratings of "ineffective" and "developing" are the only ratings subject to appeal. Teachers who receive a rating of "highly effective" or "effective" shall not be permitted to appeal their rating.

3. The appeal to the Assistant Superintendent for Learning must articulate the specific basis for the appeal. The appeal may only raise those issues set forth in Section 3012-c of Education Law:

- the substance of the annual professional performance review;
- the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of Education Law;
- the school district's adherence to the regulations of the commissioners and compliance with any applicable locally negotiated procedures; and
- the school district's issuance and/or implementation of the terms of the teacher improvement plan (TIP).

4. Within five (5) business days of the receipt of the appeal, the Director of Curriculum and Instruction shall provide the teacher with a written determination of the appeal.

5. Within three (3) business days of the receipt of the appeal determination provided by the Assistant Superintendent for Learning, the teacher may request, in writing, an appeal to a committee comprised of no less than 2-3 teachers and 2-3 administrators from other buildings in the district. The appeal to the committee must articulate the specific basis for the appeal. The appeal may only raise those issues set forth in Section 3012-c of Education Law:

- the substance of the annual professional performance review;
- the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of Education Law;
- the school district's adherence to the regulations of the commissioners and compliance with any applicable locally negotiated procedures; and
- the school district's issuance and/or implementation of the terms of the teacher improvement plan (TIP).

At the committee level, both the teacher and evaluator will have the opportunity to submit documentation. A majority of the committee will issue a decision within five (5) days of receiving the appeal either overturning the current evaluation or sending it on to the Superintendent of Schools.

6. Within three (3) business days of the receipt of the committee's decision, the teacher may request in writing, an appeal to the Superintendent of Schools.

7. The appeal to the Superintendent must articulate the specific basis for the appeal. The appeal may only raise those issues set forth in Section 3012-c of Education Law:

- the substance of the annual professional performance review;
- the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of Education Law;
- the school district's adherence to the regulations of the commissioners and compliance with any applicable locally negotiated procedures; and
- the school district's issuance and/or implementation of the terms of the teacher improvement plan (TIP).

8. Within six (6) business days of receipt of the appeal, the Superintendent shall issue a final and binding written determination of the

appeal.

9. The determination by the Superintendent of Schools shall not be grievable, arbitrable, nor reviewable in any other forum.

## 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.

*All evaluators (lead and other) will be properly trained and certified in the use of the Danielson Framework for Teaching (2011). The following will ensure rigorous training and inter-rater reliability:*

- *All evaluators will participate in 20 hours of online training where they will observe teacher practice, collect evidence and evaluate teacher practice using HEDI criteria as outlined in the Danielson Framework for Teaching (2011) using TEACHSCAPE*
- *All lead evaluators will have completed training through the PNWBOCES consisting of 4 training dates throughout the year.*
- *Lead evaluators will meet with district evaluators to conduct turnkey training through monthly scheduled meetings, ongoing collaborative walkthroughs and follow-up practice scoring.*
- *Collaborative review and analysis of observation-based evidence and other professional evidence collected from training videos provided by TEACHSCAPE, the online training tool for the Danielson Framework for Teaching (2011) will take place twice yearly in order to ensure inter-rater reliability.*

*In order to maintain this certification, the in-district activities outlined above along with participation in regional meetings and trainings will be ongoing and documentation of training will be maintained in order for all evaluators to be recertified each year.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, June 07, 2012

Updated Saturday, September 22, 2012

## Page 1

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

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

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

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):

6-8
9-12
3-5
(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
K-2	State-approved 3rd party assessment	STAR Early Literacy Enterprise

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.	Based upon SLO results and the percentage of students that meet their established target goals, principals will receive a HEDI rating between 0-20. See Chart 7.3
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	The work of the principal results in exceptional student academic growth. 85-100% of students met or exceeded the learning target goals as established through SLOs.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the principal results in acceptable, measurable, and appropriate student academic growth. 70-84% of students met or exceeded the learning target goals as established through SLOs.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the principal results in student academic growth that does not meet the established standard and/or is not achieved with all populations in the school. 50-69% of students met or exceeded the learning target goals as established through SLOs.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	The work of the principal does not result in adequate student academic growth. 49% or fewer students met or exceeded the learning target goals as established through SLOs.

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/5365/139888-lha0DogRNw/SCSD Principal Growth Scores Chart 7.3.pdf>

## 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.

*Prior student achievement results*

### 7.5) Principals with More Than One Growth Measure

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

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

### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, May 17, 2012

Updated Saturday, September 22, 2012

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## Page 1

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

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

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

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

### 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
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5 year Graduation Rates
6-8	(d) measures used by district for teacher evaluation	SCSD Grade Specific Social Studies Benchmark Assessment, SCSD Grade Specific Science Assessments
3-5	(d) measures used by district for teacher evaluation	STAR Math Enterprise

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 Chart 8.1 below
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in exceptional student academic achievement beyond expectations during the school year. See Chart 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in acceptable, measurable, and appropriate student academic achievement. See Chart 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic achievement that does not meet the established standard and/or is not achieved with all populations in the school. See Chart 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal does not result in acceptable student achievement. See Chart 8.1

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/5366/130710-qBFVOWF7fC/SCSD Loc Selctd Meas for Principals with VA - 15 pts Chart 8.1.pdf

## 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-2	(d) measures used by district for teacher evaluation	SCSD Benchmark Grade Specific Math Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Using results of local data – including prior academic achievement results - a baseline proficiency score will be identified for an entire class. Based on the percentage of students that meet or exceed the identified proficiency level, principals will be assigned 0-20 points within the HEDI rating categories. See Chart 8.2
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in exceptional student academic growth beyond expectations during the school year. 85-100% of students achieve or exceed proficiency. See Chart 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in acceptable, measurable, and appropriate student academic growth. 70-84% of students achieve or exceed proficiency. See Chart 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal results in student academic growth that does not meet the established standard and/or is not achieved with all populations in the school. 50-69% of students achieve or exceed proficiency. See Chart 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the principal does not result in acceptable student growth or achievement. 0-49% or fewer students achieve or exceed proficiency. See Chart 8.2

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/5366/130710-T8MIGWUVm1/SCSD Loc Sel Meas of Stud Ach for Other Principals 20 Pts Chart 8.2.pdf*

### 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.

*There will not be any adjustments or controls or other special considerations made.*

### 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.

*When multiple locally selected measures are used for principals a mean percentage shall be derived in order to attain the points within a single HEDI category.*

### 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, May 17, 2012

Updated Saturday, September 22, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

*Each of the 6 Domains has been weighted per agreement with our principal's union. The total number of points that may be earned is 60. Points will be tallied for each of the 31 item within the domain areas and then this total will then be applied to the locally negotiated HEDI scale listed below:*

*Highly Effective- 55-60  
Effective- 44-54  
Developing- 33-43  
Ineffective- 0-32*

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

*(No response)*

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

Highly Effective: Overall performance and results exceed standards.	The work of the principal results in exceptional student academic growth or achievement beyond expectations during the school year
Effective: Overall performance and results meet standards.	The work of the principal results in acceptable student academic growth or achievement during the school year
Developing: Overall performance and results need improvement in order to meet standards.	The work of the principal results in student academic growth or achievement that does not meet the established standard and/or is not achieved with all populations in the school
Ineffective: Overall performance and results do not meet standards.	The work of the principal does not result in acceptable student growth or achievement.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	44-54
Developing	33-43

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	2
By trained administrator	2
By trained independent evaluator	0
Enter Total	4

### **Tenured Principals**

By supervisor	2
By trained administrator	2
By trained independent evaluator	0
Enter Total	4

# 10. Composite Scoring (Principals)

Created Thursday, June 07, 2012

Updated Saturday, September 22, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	55-60
Effective	44-54
Developing	33-43
Ineffective	0-32

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Thursday, June 07, 2012

Updated Monday, September 24, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/139915-Df0w3Xx5v6/PIP\\_Template\\_1.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:

#### *I. Appeals Process:*

*A. A principal who receives an ineffective rating on their APPR shall be entitled to appeal his/her annual APPR rating, based upon a paper submission directly to the Superintendent of Schools, who shall be trained in accordance with the requirements of statute and regulations and also possess either an SDA or SDL Certification.*

*B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as*



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• Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which	Checked
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the building principal's performance is being measured.	
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 Wednesday, May 09, 2012

Updated Tuesday, October 02, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/127568-3Uqgn5g9Iu/APPR SCSD Certification Form Oct 1 2012.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.

**Somers Central School District Student Learning Objective Process and Conversion Scale**

A review of all available data will be conducted for the students in a classroom or course. Somers Central School District is building data management systems to ensure that this process enables teachers to conduct a thorough and efficient analysis of students' strengths and weaknesses with regard to state standards.

Pre-assessments will be administered and provide additional baseline data. Following a review of baseline data, appropriate targets will be established for all students. At the end of the learning interval a summative assessment will provide the final piece of evidence used to determine if students have met targets. The chart below outlines the points teachers will receive when the given percentages of students reach or exceed their targets.

Building Administrators along with the Assistant Superintendent for Learning will oversee the Student Learning Objective development process to ensure rigor and comparability.

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
95-100	90-94	85-89	84	83	82	81	79-80	77-78	75-76	73-74	70-72	66-69	62-65	58-61	54-57	52-53	50-51	30-49	15-29	0-14
85-100% of students met or exceeded the learning target			70 - 84% of students met or exceeded the learning target.									50-69% of students met or exceeded the learning target.						0-49% of students met or exceeded the learning target.		



Forward in Excellence

**Somers Central School District Distribution of Points – Other Measures of Teacher Effectiveness – 60%**

<b>Domains</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly Effective</b>
1 (all 6 elements)	1	2	3	4
2 (all 5 elements)	1	2	3	4
3 (all 5 elements)	1	2	3	4
4 (5/6 elements)	1	2	3	4
4e – remaining element from Domain 4	<b>0 points for no professional goal</b> <b>10 points for a personal, professional goal tied to improved teacher practice and learning for students</b>			

<b>Point Conversion</b>	<b>1.0: 0-2 points</b> <b>1.1: 3-7 points</b> <b>1.2: 8-12 points</b> <b>1.3: 13-17 points</b> <b>1.4: 18-22 points</b> <b>1.5: 23-27 points</b> <b>1.6: 28-32 points</b> <b>1.7: 33-36 points</b> <b>1.8: 37-39 points</b>	<b>1.9: 40 points</b> <b>2.0: 41 points</b> <b>2.1: 42 points</b> <b>2.2: 43 points</b> <b>2.3- 2.4: 44 points</b> <b>2.5- 2.6: 45 points</b> <b>2.7 – 2.8: 46 points</b>	<b>2.9 – 3.2: 47 points</b> <b>3.3-3.6: 48 points</b>	<b>3.7-3.8: 49 points</b> <b>3.9-4.0: 50 points</b>
<b>Element 4e = 10 points for a personal professional goal</b>	<b>0 points for no professional goal</b> <b>10 points for a personal, professional goal tied to improved teacher practice and learning for students</b>			
	<b>0-49 points</b>	<b>50-56</b>	<b>57-58 points</b>	<b>59-60 points</b>

Somers Central School District

Other Measures of Effectiveness (Charlotte Danielson Framework for Teaching Revised 2011)

Ranges

<b>Highly Effective</b>	<b>59-60</b>
<b>Effective</b>	<b>57-58</b>
<b>Developing</b>	<b>50-56</b>
<b>Ineffective</b>	<b>0-49</b>

**Annual Professional Performance Review  
Teacher Improvement Plan**

Name:

Building:

Date:

Probationary Year 1

Probationary Year 2

Probationary Year 3

Tenured

<b>Areas for Improvement (Domains/Components)</b>	<b>Goals and Objectives <i>Teacher will . . .</i></b>	<b>Strategies and Supports</b>	<b>Anticipated Outcomes</b>	<b>Completion Date</b>

### Progress Monitoring Meetings

Dates	Summary	Next Steps

Upon final evaluation for the year, the following has been determined:

The goals and objectives have been successfully completed for this Teacher Improvement Plan; therefore this Teacher Improvement Plan will be discontinued for the \_\_\_\_\_ school year.

The goals and objectives have not been successfully completed for this Teacher Improvement Plan; therefore this Teacher Improvement Plan will continue for the \_\_\_\_\_ school year.

Teacher's Signature: \_\_\_\_\_

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

Administrator's Signature: \_\_\_\_\_

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

**Somers Central School District**  
**Local Measures of Student Achievement for Core ELA and Math Teachers Grades 4-8**  
**Chart 3.3**

*This conversion chart is consistent for both ELA 4-8 and Math 4-8*

Using results of local data – including prior academic achievement results - a baseline proficiency score will be identified for an entire class. Based on the percentage of students that meet or exceed the identified proficiency level, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the conversion chart for local assessments below.

<b>Highly Effective</b>		<b>Effective</b>						<b>Developing</b>					<b>Ineffective</b>		
<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
95-100%	89-94%	87-88%	85-86%	82-84%	80-81%	77-79%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	41-64%	21-40%	0-20%
89-100% of students have achieved proficiency		75-88% of students have achieved proficiency						65-74% of students have achieved proficiency					64% or fewer students have achieved proficiency		

**Somers Central School District**  
**Local Measures of Student Achievement for All Other Teachers –**  
**Teachers for whom there is no approved value-added measure of student growth**  
**Chart 3.13**

*This conversion chart is consistent for all grade levels and all subject areas, **other than 4-8 ELA and Math.***

Using results of local data – including prior academic achievement results - a baseline proficiency score will be identified for an entire class. Based on the percentage of students that meet or exceed the identified proficiency level, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart for local assessments below.

<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>						<b>Ineffective</b>		
<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
95-100	90-94	85-89	84	83	82	81	79-80	77-78	75-76	73-74	70-72	66-69	62-65	58-61	54-57	52-53	50-51	30-49	15-29	0-14
85-100% of students have achieved proficiency			70-84% of students have achieved proficiency									50-69% of students have achieved proficiency						49% or fewer students have achieved proficiency		

**Somers Central School District Chart 8.1**

**Locally Selected Measures of Student Achievement for Principals with an Approved Value-Added Measure (15 points)**

**5-Year Graduation Rates – HEDI Breakdown for 9-12 Principal**

Graduation Rate	Points Generated	HEDI Category
99-100	15	Highly Effective
98-98.9	14	
97-97.9	13	
96-96.9	12	Effective
95-95.9	11	
94-94.9	10	
93-93.9	9	
92-92.9	8	
91-91.9	7	
90-90.9	6	Developing
89-89.9	5	
88-88.9	4	
87-87.9	3	
86-86.9	2	
42-85.9	1	Ineffective
0-41.9	0	

**HEDI for Principals of 3-5, 6-8**

Using results of local data – including prior academic achievement results - a baseline proficiency score will be identified for an entire class. Based on the percentage of students that meet or exceed the identified proficiency level, principals will be assigned 0-15 points within the HEDI rating categories as identified on the conversion chart for local assessments/measures below.

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	89-94	87-88	85-86	82-84	80-81	77-79	75-76	73-74	71-72	69-70	67-68	65-66	41-64	21-40	0-20
89-100% of students have achieved proficiency		75-88% of students have achieved proficiency						65-74% of students have achieved proficiency					64% or fewer students have achieved proficiency		

**Somers Central School District Chart 8.2**  
**Locally Selected Measures of Student Achievement for All Other Principals (20 points)**

*This conversion chart is consistent for Grades K-2 Principal*

Using results of local data – including prior academic achievement results - a baseline proficiency score will be identified for an entire class. Based on the percentage of students that meet or exceed the identified proficiency level, principals will be assigned 0-20 points within the HEDI rating categories as identified on the conversion chart below.

<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>						<b>Ineffective</b>		
<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
95-100	90-94	85-89	84	83	82	81	79-80	77-78	75-76	73-74	70-72	66-69	62-65	58-61	54-57	52-53	50-51	30-49	15-29	0-14
85-100% of students have achieved proficiency			70-84% of students have achieved proficiency									50-69% of students have achieved proficiency						0-49% or fewer students have achieved proficiency		

**Somers Central School District  
Growth on Comparable Measures for Principals  
Chart 7.3**

*Based upon SLO results and the percentage of students that meet their established target goals, principals will receive a HEDI rating between 0-20 as outlined below.*

<b>Highly Effective</b>			<b>Effective</b>									<b>Developing</b>						<b>Ineffective</b>		
<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>13</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
95-100	90-94	85-89	84	83	82	81	79-80	77-78	75-76	73-74	70-72	66-69	62-65	58-61	54-57	52-53	50-51	30-49	15-29	0-14
85-100% of students have met their learning target goals			70-84% of students have met their learning target goals									50-69% of students have met their learning target goals						0-49% or fewer students have met their learning target goals		

**Annual Professional Performance Review  
Principal Improvement Plan**

Name:

Building:

Date:

Probationary Year 1

Probationary Year 2

Probationary Year 3

Tenured

<b>Areas for Improvement (Domains/Components)</b>	<b>Goals and Objectives <i>Principal will . . .</i></b>	<b>Strategies and Supports</b>	<b>Anticipated Outcomes</b>	<b>Completion Date</b>

### Progress Monitoring Meetings

Dates	Summary	Next Steps

Upon final evaluation for the year, the following has been determined:

The goals and objectives have been successfully completed for this Principal Improvement Plan; therefore this Principal Improvement Plan will be discontinued for the \_\_\_\_\_ school year.

The goals and objectives have not been successfully completed for this Principal Improvement Plan; therefore this Principal Improvement Plan will continue for the \_\_\_\_\_ school year.

Principal's Signature: \_\_\_\_\_

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

Superintendent's Signature: \_\_\_\_\_

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

**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:

*Raymond M. Zito*    10.1.12

Teachers Union President Signature:    Date:

*Brenda M. O'Shea*    10/2/12

Administrative Union President Signature:    Date:

*Roman J. Catalano*    10/1/12

Board of Education President Signature:    Date:

*Janice Damoneky*    10/1/12