



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

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Commissioner of Education  
President of the University of the State of New York  
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February 27, 2014

**Revised**

Stephen Zielinski, Superintendent  
South Seneca Central School District  
7263 Main Street  
Ovid, NY 14521

Dear Superintendent Zielinski:

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

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

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

Thank you again for your hard work.

Sincerely,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.  
Commissioner

Attachment

c: Jeffrey Matteson

**NOTE:**

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

# Annual Professional Performance Reviews

Created Wednesday, January 22, 2014

Updated Tuesday, February 04, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 560501040000

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

560501040000

#### 1.2) School District Name: SOUTH SENECA CSD

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

SOUTH SENECA CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

## 1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Wednesday, January 22, 2014

Updated Tuesday, February 25, 2014

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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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

#### 2.1) Assurances

Please check the boxes below:

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

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

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

**For core subjects: 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 3<sup>rd</sup> party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms  
**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

State assessments, *required if one exists*

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

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The school uses multiple literacy assessments to determine students’ levels entering grade 3. This serves as baseline data for grade 3 students. For students in grades 4 and 5, prior state assessments add to baseline data. A differentiated model is used to set individual student growth targets. Grade level teachers propose targets, which are approved first by the building principal, and then by the superintendent. For teachers of grades K-2, HEDI points are assigned based on the school-wide percentage of individual students in grades 4 and 5 meeting their growth targets on the NYS ELA assessments. For teachers of grade 3, HEDI points are assigned based on the percentage of individual students in grade 3 meeting their growth target on the NYS ELA assessment.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 Mathematics Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 Mathematics Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 4-5 Mathematics Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The school uses multiple mathematics assessments to determine students' levels entering grade 3. This serves as baseline data for grade 3 students. For students in grades 4 and 5, prior state assessments add to baseline data. A differentiated model is used
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to set individual student growth targets. Grade level teachers propose targets, which are approved first by the building principal, and then by the superintendent. For teachers of grades K-2, HEDI points are assigned based on the school-wide percentage of individual students in grades 4 and 5 meeting their growth targets on the NYS math assessments. For teachers of grade 3, HEDI points are assigned based on the percentage of individual students in grade 3 meeting their growth target on the NYS math assessment.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

## 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	South Seneca developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	South Seneca developed 7th Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The school will administer pre-assessments to determine baseline levels. A differentiated model is used to set individual growth targets. Grade level teachers propose targets, which are approved first by the principal and then by the superintendent. HEDI points are assigned based on the percentage of individual students meeting targets.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

## 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	South Seneca developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	South Seneca developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	South Seneca developed 8th Grade Social Studies 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The school will administer pre-assessments to determine baseline levels. A differentiated model is used to set individual growth targets. Grade level teachers propose targets, which are approved first by the principal and then by the superintendent. HEDI points are assigned based on the percentage of individual students meeting targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District goals for similar students.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below District goals for similar students.	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

## 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	South Seneca developed Global I Social Studies Assessment
		Assessment
	Social Studies Regents Courses	
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The school will administer pre-assessments to determine baseline levels. A differentiated model is used to set individual growth targets. Grade level teachers propose targets, which are approved first by the principal and then by the superintendent. HEDI points are assigned based on the percentage of individual students meeting targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District goals for similar students.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The school will administer pre-assessments to determine baseline levels. A differentiated model is used to set individual growth targets. Grade level teachers propose targets, which are approved first by the principal and then by the superintendent. HEDI points are assigned based on the percentage of individual students meeting targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District goals for similar students.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra

Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The school will administer pre-assessments to determine baseline levels. A differentiated model is used to set individual growth targets. Grade level teachers propose targets, which are approved first by the principal and then by the superintendent. HEDI points are assigned based on the percentage of individual students meeting targets.
	The district will administer the NYS Integrated Algebra Regents Exam and the Common Core Algebra Regents Exam to students enrolled in Common Core Algebra classes. Teachers will use the higher of the two scores to determine individual student success.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District goals for similar students.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below District goals for similar students.	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

## 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	South Seneca developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	South Seneca developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The school will administer pre-assessments to determine baseline levels. A differentiated model is used to set individual growth targets. Grade level teachers propose targets, which are approved first by the principal and then by the superintendent. HEDI points are assigned based on the percentage of individual students meeting targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District goals for similar students.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below District goals for similar students.	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

## 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
Physical Education Grades 6-12	District, Regional or BOCES-developed	South Seneca developed grade specific Physical Education Assessment
Music Grades 6-12	District, Regional or BOCES-developed	South Seneca developed grade specific Music Assessment
Art Grades 6-12	District, Regional or BOCES-developed	South Seneca developed grade specific Art Assessment

Health Grades 6-12	District, Regional or BOCES-developed	South Seneca developed grade specific Health Assessment
Spanish Grade 8	District, Regional or BOCES-developed	South Seneca developed 8th grade Spanish Assessment
All other courses in K-5 building not named above	School/BOCES-wide/group /team results based on State	NYS Grades 4-5 ELA and Mathematics Assessment
All other courses in Middle School Grades 6-8 not named above	School/BOCES-wide/group /team results based on State	NYS Grades 6-8 ELA and Mathematics Assessment
All other courses in High School Grades 9-12 not named above	School/BOCES-wide/group /team results based on State	NYS Integrated Algebra, NYS Common Core Algebra, Living Environment, Global History & Geography, US History & Government, Comprehensive English Regents Assessments

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

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

With teachers for whom an individual (teacher-specific) SLO(s) is needed, the school will administer pre-assessments to determine baseline levels. A differentiated model is used to set individual growth targets. Grade level or subject-area teachers propose targets, which are approved first by the principal and then by the superintendent. HEDI points are assigned based on the percentage of individual students meeting targets. This process applies to the Grade 8 Spanish teacher, and the 6-12 Physical Education, Music, Art, and Health teachers.

With teachers for whom the school-wide group results based on state assessments (group metric) is used, the following HEDI structure and methodology is applied:

For teachers of grades K-5, HEDI points are assigned based on the percentage of individual students in grades 4 and 5 meeting their growth targets on the NYS ELA and Math assessments. Using baseline data, a differentiated model is used to set individual growth targets. Grade level or subject-area teachers propose targets, which are approved first by the principal and then by the superintendent. HEDI points are assigned based on the percentage of individual students meeting targets.

For teachers of grades 6-8, HEDI points are assigned based on the percentage of individual students in grades 6 through 8 meeting their growth targets on the NYS ELA and Math assessments. Using baseline data, a differentiated model is used to set individual growth targets. Grade level or subject-area teachers propose targets, which are approved first by the principal and then by the superintendent. HEDI points are assigned based on the percentage of individual students meeting targets.

For teachers of grades 9 through 12, HEDI points are assigned based on the percentage of individual students in grades 9 through 12 meeting their growth targets on the Integrated Algebra, Common Core Algebra, Living Environment, Global History, US History, and Comprehensive English Regents Assessments. In the case of Algebra, a student's score used for this purpose will be the higher of the scores on the Common Core Assessment or the Integrated Regents Assessment (if the

student takes both).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District goals for similar students.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below District goals for similar students.	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

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.

(No response)

## 2.12) Locally Developed Controls

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

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

(No response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Wednesday, January 22, 2014

Updated Wednesday, February 26, 2014

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#### Page 1

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

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

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

***One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:***

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students’ performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Enterprise
5	4) State-approved 3rd party assessments	STAR Reading Enterprise
6	5) District, regional, or BOCES–developed assessments	South Seneca developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	South Seneca developed Grade 7 ELA 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.

In grades K through 5, the school administers the STAR Reading Enterprise assessment, at a minimum, three times per school year for each student. The process allows the school to calculate class-wide (roster-based) median growth percentiles for any class in the school. In grades 4 and 5, a teacher's HEDI score will be assigned based on the class-wide median growth percentile, determined by the last administration of the STAR Reading Enterprise assessment in the spring semester. In grades 6 through 8, the school administers multiple assessments of literacy that serve to provide both baseline levels and progress monitoring data. Teachers of grades 6 through 8 use this data to set individual student achievement targets locally. Targets are proposed by teachers and approved first by the principal and then by the superintendent. HEDI points are assigned based on the percentage of individual students meeting targets.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For STAR Reading Enterprise, Median Growth Percentile will be 64 or above  
69 or greater = 15  
64-68 = 14

For individual student growth in Grades 6-8, 85% or more of students meet individual target  
95-100% = 15  
85-94% = 14

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For STAR Reading Enterprise, Median Growth Percentile will be 35-63, inclusive  
59-63 = 13  
55-58 = 12  
50-54 = 11  
45-49 = 10  
40-44 = 9  
35-39 = 8

For individual student growth in Grades 6-8, 60-84% of students meet individual target  
81-84% = 13  
76-80% = 12  
72-75% = 11  
68-71% = 10  
64-67% = 9  
60-63% = 8

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

For STAR Reading Enterprise, Median Growth Percentile will be 21-34, inclusive  
33-34 = 7

31-32 = 6  
 29-30 = 5  
 25-28 = 4  
 21-24 = 3

For individual student growth in Grades 6-8, 40-59% of students meet individual target

55-59% = 7  
 52-54% = 6  
 50-51% = 5  
 46-49% = 4  
 40-45% = 3

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

For STAR Reading Enterprise, Median Growth Percentile will be 20 or below

16-20 = 2  
 10-15 = 1  
 1-9 = 0

For individual student growth in Grades 6-8, fewer than 40% of students meet individual target

34-39% = 2  
 20-33% = 1  
 0-19% = 0

### 3.2) Grades 4-8 Math

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

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

In grades K through 5, the school administers the STAR Math Enterprise assessment, at a minimum, three times per school year for each student. The process allows the school to calculate class-wide (roster-based) median growth percentiles for any class in the school. In grades 4 and 5, a teacher’s HEDI score

will be assigned based on the class-wide median growth percentile, determined by the last administration of the STAR Math Enterprise assessment in the spring semester. In grades 6 through 8, the school administers multiple assessments of mathematics that serve to provide both baseline levels and progress monitoring data. Teachers of grades 6 through 8 use this data to set individual student achievement targets locally. Targets are proposed by teachers and approved first by the principal and then by the superintendent. HEDI points are assigned based on the percentage of individual students meeting targets.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For STAR Math Enterprise, Median Growth Percentile will be  
64 or above  
69 or greater = 15  
64-68 = 14

For individual student growth in Grades 6-8, 85% or more of students meet individual target  
95-100% = 15  
85-94% = 14

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

For STAR Math Enterprise, Median Growth Percentile will be  
35-63, inclusive  
59-63 = 13  
55-58 = 12  
50-54 = 11  
45-49 = 10  
40-44 = 9  
35-39 = 8

For individual student growth in Grades 6-8, 60-84% of students meet individual target  
81-84% = 13  
76-80% = 12  
72-75% = 11  
68-71% = 10  
64-67% = 9  
60-63% = 8

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

For STAR Math Enterprise, Median Growth Percentile will be  
21-34, inclusive  
33-34 = 7  
31-32 = 6  
29-30 = 5  
25-28 = 4  
21-24 = 3

For individual student growth in Grades 6-8, 40-59% of students meet individual target  
55-59% = 7  
52-54% = 6  
50-51% = 5  
46-49% = 4  
40-45% = 3

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

For STAR Math Enterprise, Median Growth Percentile will be  
20 or below  
16-20 = 2  
10-15 = 1  
1-9 = 0

For individual student growth in Grades 6-8, fewer than 40% of students meet individual target

34-39% = 2

20-33% = 1

0-19% = 0

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/935494-rhJdBgDruP/Twenty point charts task 3.3.docx

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

**Growth or achievement measure(s) from these options.**

*One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:*

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7<sup>th</sup> grade math State assessment compared to those same students' performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students' performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Reading Enterprise
1	4) State-approved 3rd party assessments	STAR Reading Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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.	In grades K through 5, the school administers the STAR Reading Enterprise assessment, at a minimum, three times per school year for each student. The process allows the school to calculate class-wide (roster-based) median growth percentiles for any class in the school. In grades K through 3, a teacher's HEDI score will be assigned based on the class-wide median growth percentile for all students on a teacher's roster, determined by the last administration of the STAR Reading Enterprise assessment in the spring semester.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For STAR Reading Enterprise, Median Growth Percentile will be 64 or above 72 or greater = 20 68-71 = 19 64-67 = 18
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For STAR Reading Enterprise, Median Growth Percentile will be 35-63, inclusive 60-63 = 17 57-59 = 16 54-56 = 15 51-53 = 14 48-50 = 13

45-47 = 12  
 42-44 = 11  
 39-41 = 10  
 35-38 = 9

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

For STAR Reading Enterprise, Median Growth Percentile will be 21-34, inclusive  
 33-34= 8  
 31-32= 7  
 29-30 = 6  
 27-28 = 5  
 24-26 = 4  
 21-23 = 3

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

For STAR Reading Enterprise, Median Growth Percentile will be 20 or below  
 16-20 = 2  
 10-15 = 1  
 1-9 = 0

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Math Enterprise
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
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.

In grades K through 5, the school administers the STAR Math Enterprise assessment, at a minimum, three times per school year for each student. The process allows the school to calculate class-wide (roster-based) median growth percentiles for any class in the school. In grades K through 3, a teacher's HEDI score will be assigned based on the class-wide median growth percentile for all students on a teacher's roster, determined by the last administration of the STAR Math Enterprise assessment in the spring of 2014.

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

For STAR Math Enterprise, Median Growth Percentile will be 64 or above  
 72 or greater = 20  
 68-71 = 19  
 64-67= 18

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For STAR Math Enterprise, Median Growth Percentile will be 35-63, inclusive 60-63 = 17 57-59 = 16 54-56 = 15 51-53 = 14 48-50 = 13 45-47 = 12 42-44 = 11 39-41 = 10 35-38 = 9
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	For STAR Math Enterprise, Median Growth Percentile will be 21-34, inclusive 33-34 = 8 31-32 = 7 29-30 = 6 27-28 = 5 24-26 = 4 21-23 = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For STAR Math Enterprise, Median Growth Percentile will be 20 or below 16-20 = 2 10-15 = 1 1-9 = 0

### 3.6) Grades 6-8 Science

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The school considers all baseline assessment data to set individual achievement targets. In contrast to the growth process, which describes satisfactory progress from baseline levels, these targets describe a minimum expectation for achievement of specific essential learning goals at the targeted grade level. Teachers propose targets, which are approved first by the principal and then by the superintendent. A teacher’s HEDI score will be assigned based on the percentage of individual students meeting targets.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	5) District, regional, or BOCES–developed assessments	South Seneca developed 7th Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	South Seneca developed 8th Grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each student in Grade 6 is assessed using the Scholastic Reading Inventory in both the fall and the spring. The school will use results of the fall assessment to set baseline levels. Each student will be assigned by the building principal an individual growth target for post-assessment in the spring, based on a differentiated model. HEDI points are assigned based on the
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school-wide percentage of individual students in Grade 6 meeting targets.  
 For the South Seneca developed assessments, the school considers all baseline assessment data to set individual achievement targets. In contrast to the growth process, which describes satisfactory progress from baseline levels, these targets describe a minimum expectation for achievement of specific essential learning goals at the targeted grade level. Teachers propose targets, which are approved first by the principal and then by the superintendent. A teacher's HEDI score will be assigned based on the percentage of individual students meeting targets.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Global 2	6(ii) School wide measure computed locally	Scholastic Reading Inventory
American History	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	Each student in Grades 9-12 is assessed using the Scholastic Reading Inventory in both the fall and the spring. The school will use results of the fall assessment to set baseline levels. Each student will be assigned by the building principal an individual growth target for post-assessment in the spring, based on a differentiated model. HEDI points are assigned based on the school-wide percentage of individual students meeting targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Earth Science	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Chemistry	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Physics	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	Each student in Grades 9-12 is assessed using the Scholastic Reading Inventory in both the fall and the spring. The school will use results of the fall assessment to set baseline levels. Each student will be assigned by the building principal an individual growth target for post-assessment in the spring, based on a differentiated model. HEDI points are assigned based on the school-wide percentage of individual students meeting targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Geometry	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Algebra 2	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each student in Grades 9-12 is assessed using the Scholastic Reading Inventory in both the fall and the spring. The school will use results of the fall assessment to set baseline levels. Each student will be assigned by the building principal an individual growth target for post-assessment in the spring, based on a differentiated model. HEDI points are assigned based on the school-wide percentage of individual students meeting targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Grade 10 ELA	4) State-approved 3rd party assessments	Scholastic Reading Inventory
Grade 11 ELA	4) State-approved 3rd party assessments	Scholastic Reading Inventory

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Each student in Grades 9-12 is assessed using the Scholastic Reading Inventory in both the fall and the spring. The school will use results of the fall assessment to set baseline levels. Each student will be assigned by the building principal an individual growth target for post-assessment in the spring, based on a differentiated model. HEDI points are assigned based on the percentage of individual students meeting targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

### 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
Physical Education Grades K-5	5) District/regional/BOCES–developed	South Seneca developed grade-specific Physical Education Assessment
Music Grades K-5	5) District/regional/BOCES–developed	South Seneca developed grade-specific Music Assessment
Art Grades K-5	5) District/regional/BOCES–developed	South Seneca developed grade-specific Art Assessment
All other courses in K-5 building not named above	6(ii) School wide measure computed locally	STAR Reading Enterprise, STAR Math Enterprise
All other courses in Middle School Grades 6-8 not named above	6(ii) School wide measure computed locally	Scholastic Reading Inventory
All other courses in High School Grades 9-12 not named above	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.

With teachers for whom an individual (teacher-specific) SLO(s) is needed, the school will administer pre-assessments to determine baseline levels. A differentiated model is used to set individual achievement targets. In contrast to the growth process, which describes satisfactory progress from baseline levels, these targets describe a minimum expectation for achievement of specific essential learning goals at the targeted grade level. Grade level or subject-area teachers propose targets, which are approved by the principal. HEDI points are assigned based on the percentage of individual students meeting targets. This process applies to K-5 teachers of Physical Education, Music, and Art.

With teachers for whom the 3rd party assessment metric is used: The school will administer pre-assessments to collect baseline data in the fall. Each student will be assigned by the building principal an individual growth target for post-assessment in the spring, based on a differentiated model. HEDI points are assigned based on the school-wide percentage of individual students in the building meeting targets. In the case of the K-5 teachers using both the STAR Reading Enterprise and the STAR Math Enterprise assessments, separate ratings will be assigned to teachers for each assessment, and the average of the two ratings, weighted by enrollment and rounded to the nearest whole number, will determine the final rating.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85% or more of students meet individual target 95-100% = 20 90-94% = 19 85-89% = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-84% of students meet individual target 83-84% = 17 80-82% = 16 78-79% = 15 76-77% = 14 74-75% = 13 72-73% = 12 70-71% = 11 66-69% = 10 60-65% = 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	40-59% of students meet individual target 56-59% = 8 54-55% = 7 52-53% = 6 50-51% = 5 46-49% = 4 40-45% = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 40% of students meet individual target 34-39% = 2 20-33% = 1 0-19% = 0

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.

(No response)

### 3.14) Locally Developed Controls

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

South Seneca recognizes that good student attendance in classes is a crucial factor for student achievement. The school district uses a variety of procedures to ensure that students are in attendance at school and in classes, including early warning detection, follow up with guardians, and connections to outside agencies when necessary.

If a teacher wishes to request a recalculation of his or her HEDI score based on an attendance control, the following procedure will be used:

(a) Provide a roster of all students for whom poor attendance may have affected attainment of targets, including the number of class days absent for each student in question. The acceptable threshold for consideration in this category is an attendance rate less than

- 85%.
- (b) For each student listed in part (a), calculate the percentage of class days in attendance
  - (c) For each calculation obtained in part (b), subtract the decimal from 1.00 to determine an "adjustment factor." For example, a part (b) percentage of 81% (0.81) would be subtracted from 100 to obtain an adjustment factor of .19.
  - (d) For each student, multiply the student's final assessment score by the growth factor in part (c), and add this value to the assessment score (with a final decimal removed, i.e., rounded DOWN). This will determine an adjusted score for each student. For example, an assessment score of 62 with an adjustment factor of 0.19 would be recalculated to a 73 (62 times 0.19 = 11.78; 62 + 11.78 = 73.78; decimal removed = 73).
  - (e) Recalculate overall percentage of students reaching targets

No adjustment to the HEDI score shall exceed two points. All information and calculations related to attendance must be submitted with the written appeal that is sent to the Superintendent and must be verifiable.

### 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.

For teachers with more than one local measure, the District will calculate each measure separately, and the final HEDI score will be determined by using an average of all measures, weighted by enrollment. The average calculated will be rounded to the nearest whole number. Rounding will not permit a teacher to move between HEDI scoring bands.

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Thursday, January 23, 2014  
Updated Tuesday, February 25, 2014

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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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score shall be based on teacher observations and the summative meeting. As part of the observation process, teachers are permitted to submit classroom artifacts pertaining to any subcomponent of the Domain 2 and 3 rubrics for consideration by an administrator during pre and post observation conferences and at the summative meeting. Any documentation provided should specifically indicate which domain and subcomponent that the teacher feels it addresses. For example, a teacher may include a copy of written instructions given to students as an artifact

related to the "communicating with students" subcomponent of Domain 3.

South Seneca has determined the following scale to correspond with each level of performance in HEDI categories:

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

Furthermore, the district has partitioned the 60 point score such that 35 points will come from observation evidence (pertaining to Danielson Domains 2 and 3), and 25 points will come from other artifacts and evidence collected (pertaining to Domains 1 and 4).

A South Seneca administrator (principal, superintendent, administrative dean of students, or director of special programs) will employ the following procedure to determine a teacher's score:

The administrator will use all available rating opportunities in the process, for each of the subcomponents in Domains 2 and 3, to determine a teacher rubric (whole number between 1 and 4, inclusive) rating. Once all ratings are collected, the administrator will average all the ratings for each subcomponent within Domains 2 and 3, and round that calculation to the nearest thousandth. Finally, the administrator will use the conversion chart below to determine a final converted point value for Domains 2 and 3, with the highest possible value being 35. HEDI categories are as follows:

- Highly Effective 35 points
- Effective 34 points
- Developing 30-33 points
- Ineffective 0-29 points

A similar process is used in Domains 1 and 4. At each rating opportunity during the school year, the administrator will rate the teacher on each subcomponent from 1 to 4, inclusive (whole numbers). After all evidence is collected, the administrator will average each of the ratings within Domains 1 and 4, and round that calculation to the nearest thousandth. Finally, the administrator will use the conversion chart below to determine a final converted point value for Domains 1 and 4, with the highest possible value being 25.

Score for Domains 2 and 3 will be added to the score for Domains 1 and 4 to compute a final score.

HEDI categories are as follows:

- Highly Effective 25 points
- Effective 24 points
- Developing 20-23 points
- Ineffective 0-19 points

Conversion Chart for Domains 2 and 3 (first column lists the minimum value for attaining that score):

Ineffective 0-29

- 1.000 0
- 1.014 1
- 1.028 2
- 1.042 3
- 1.056 4
- 1.070 5
- 1.084 6
- 1.098 7
- 1.112 8
- 1.126 9
- 1.140 10
- 1.154 11
- 1.168 12
- 1.182 13
- 1.196 14
- 1.210 15
- 1.224 16
- 1.238 17

1.252 18  
 1.266 19  
 1.280 20  
 1.294 21  
 1.308 22  
 1.322 23  
 1.335 24  
 1.348 25  
 1.361 26  
 1.374 27  
 1.387 28  
 1.400-1.449 29  
 Developing 30-33  
 1.450-1.500 30  
 1.501-1.800 31  
 1.801-2.100 32  
 2.101-2.449 33  
 Effective 34  
 2.450-3.499 34  
 Highly Effective 35  
 3.500-4.000 35

Conversion Chart for Domains 1 and 4 (first column lists the minimum value for attaining that score):

Total Average Rubric Score Teacher Score

Ineffective 0-19

1.000 0  
 1.021 1  
 1.042 2  
 1.063 3  
 1.084 4  
 1.105 5  
 1.126 6  
 1.147 7  
 1.168 8  
 1.189 9  
 1.210 10  
 1.231 11  
 1.252 12  
 1.273 13  
 1.294 14  
 1.315 15  
 1.336 16  
 1.358 17  
 1.379 18  
 1.400-1.449 19  
 Developing 20-23  
 1.450-1.500 20  
 1.501-1.800 21  
 1.801-2.100 22  
 2.101-2.449 23  
 Effective 24  
 2.450-3.499 24  
 Highly Effective 25  
 3.500-4.000 25

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

(No response)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The teacher's performance exceeds expectations established by the NYS Teaching Standards. In order to receive this rating, the teacher must receive at least 59 of the 60 possible points converted from the rubric scores.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher's performance meets expectations established by the NYS Teaching Standards. In order to receive this rating, the teacher must receive 57 or 58 of the 60 possible points converted from the rubric scores.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher's performance on one or more measure fails to meet NYS Teaching Standards. In order to receive this rating, the teacher would receive between 50 and 56 (inclusive) of the 60 possible points converted from the rubric scores.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teacher's performance on multiple measures fails to meet NYS Teaching Standards. In order to receive this rating, the teacher would receive fewer than 50 of the 60 possible points converted from the rubric scores.

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

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
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 Friday, January 24, 2014

Updated Tuesday, February 04, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

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

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

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Friday, January 24, 2014

Updated Tuesday, February 25, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/941510-Df0w3Xx5v6/Tip Part I and II.docx

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal of the Summative Evaluation

(1) A tenured or probationary teacher who receives a rating of “ineffective” or “developing” may appeal his or her performance review (summative evaluation). Ratings of “highly effective” or “effective” cannot be appealed.

(2) A tenured teacher may appeal only the substance of his or her performance review (summative evaluation), the school district’s adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews (summative evaluations) set forth in the annual professional performance review plan. Probationary teachers may appeal only on the grounds of alleged procedural violations.

(3) A tenured teacher may not file multiple appeals regarding the same performance review (summative evaluation). All grounds for appealing a particular performance review (summative evaluation) must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

(4) Appeals concerning a tenured teacher performance review (summative evaluation) must be received in the office of the Superintendent of Schools no later than five (5) school days after the date when the teacher receives his/her performance review (summative evaluation). The failure to submit an appeal to the Superintendent of Schools within this time frame shall result in a waiver of the teacher’s right to appeal that performance review (summative evaluation).

(5) A tenured teacher wishing to initiate an appeal must submit this intention in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, with a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials or artifacts that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal unless there are extenuating circumstances.

(6) The tenured teacher and evaluator will meet with an SSTA-designated representative (not the teacher in question) and an administrator (not the evaluator and not the Superintendent). This meeting will take place within five (5) school days of the Superintendent’s receipt of an appeal to hear the appeal unless extenuating circumstances exist. Any extension of time frames due to extenuating circumstances will be timely and expeditious in accordance with Education Law 3012-c.

(7) The two-member appeal panel will issue a written statement of the determination of the panel within five (5) school days of the appeal hearing. If there is no consensus, the Superintendent will hear the appeal within five days of receipt of the panel’s determination. The Superintendent shall issue a written decision on the merits of the appeal no later than five (5) school days from the date the appeal hearing ends. If the Superintendent sustains the appeal, he/she shall issue an appropriate remedy. If the Superintendent dismisses or denies the appeal, the teacher’s score and evaluation shall remain unchanged and the appeal process shall end. The Superintendent’s decision shall be final and binding and may not be reviewed or appealed further.

(8) The teacher’s failure to comply with the requirements of this procedure may be a consideration in a waiver and/or denial of the appeal.

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

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

The Superintendent will ensure that all evaluators have been trained and that all Lead Evaluators have been trained and certified in accordance with Regulation. The District will utilize our BOCES Network Team evaluator training and Lead Evaluator training in accordance with SED procedures and processes. Lead Evaluator/Evaluator training will include training on all nine required elements required by Regents Rules Section 30-2.9. Lead evaluator/evaluator training is composed of eight sessions totaling 30 hours. The first and last sessions are six hours each; the second through seventh sessions are three hours each.

The Superintendent will ensure that Lead Evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

TST BOCES is offering follow-up evaluator training that includes calibration training. In addition, each of the District’s evaluators will receive inter-rater reliability training through Teachscape, which consists of online sessions followed by online assessments. The Superintendent certifies that each evaluator will provide proof of completion of this training before being used as a teacher evaluator. The District will require yearly recertification in inter-rater reliability as required by SED.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, January 24, 2014  
Updated Friday, February 21, 2014

## Page 1

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

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

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

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

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

K-5
6-12

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
------------------------	----------------------------	------------------------

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

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

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

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

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

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

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

### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Friday, January 24, 2014

Updated Tuesday, February 25, 2014

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## Page 1

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

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and STAR Math Enterprise
6-12	(d) measures used by district for teacher evaluation	NYS Grades 6-8 ELA and Math Assessments
6-12	(d) measures used by district for teacher evaluation	Regents Exams in Integrated Algebra, Common Core Algebra, Living Environment, Global History, US History, Comprehensive English
6-12	(h) students' progress toward graduation	South Seneca HS 5.5 credits earned per student in Grades 9-12

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The Elementary Principal's score in this category will be determined by the composite growth in student's math and reading levels, as determined by the STAR assessments administered in the building during the school year. School will administer pre-assessments to collect baseline data in the fall. Each student will be assigned by the building principal, and approved by the Superintendent, an individual growth target for post-assessment in the spring, based upon a differentiated model. Points are assigned based on the percentage of students meeting targets.</p> <p>The Secondary Principal's score in this category will be determined by a combination of Middle School and High School targets. In the case of high school students earning credits, the</p>
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measure will be the percentage of students in grades 9-12 who earn at least 5.5 credits in the current school year. In the case of school-wide metrics for performance on state assessments, the following methodology is applied:

Student growth is measured based on achievement compared to the school's prior history. HEDI points are assigned by the change in percentage of students successful on the indicated State and Regents assessments compared to the prior school year. Success on the next school year's assessments is measured by the percentage of students attaining level 3 or 4 scores (or attaining a New York State-recognized passing score on Regents Exams, defined as a score of 65 points for General Education students, and a score of 55 for Special Education, ELL, students with an IEP, etc). A match with the prior school-wide success rate (defined as a percentage equal to the prior success rate in the school) will be set as a HEDI score of 10. This target percentage will be determined and approved by the Superintendent. Precisely, a percentage exactly two percent higher (inclusive) will define the lower threshold for the next higher score on the HEDI scale, making a measure of exactly seven percentage points higher the threshold for a Highly Effective rating. Within the highly effective range, it will take a five percentage point increase to move to the next highest score on the HEDI scale, making a measure of exactly 12 percent higher than the prior average-- or anything higher-- the definition of a fifteen rating. Below the prior average, a percentage exactly two percent below (inclusive) will define the upper threshold for the next lower score within the effective range, making a measure of exactly five percentage points lower than the prior average the upper threshold for a Developing rating. Within the developing range, it will take a two percentage point decrease to move to the next lower score on the HEDI scale, making a measure of exactly fifteen percentage points lower than the prior average the upper threshold for an Ineffective rating. Within the ineffective range, it will take a five percentage point decrease to move to the next lower score on the HEDI scale, making a measure of 25 percentage points lower than the prior average-- or anything larger-- the definition of a zero rating.

Because the secondary principal's measure is derived from three separate metrics (results on Grades 6-8 state assessments, results on designated Regents exams, and attainment of 5.5 South Seneca credits in the high school), the final rating will be a weighted average (based on student population in the middle grades and the high school grades) of the three individual ratings. Once the weighted average is calculated, it will be rounded to the nearest whole number.

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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Individual measure:  
85% or more of students meet target  
96-100% = 15  
85-95% = 14

For school-wide metric:  
If X is the prior percentage of students successful on the state assessments, and Y is the percentage of students successful on the next year's exams, then  
 $Y \geq X + 12$ , score is 15  
 $X + 7 \leq Y < X + 12$ , score is 14

Credits earned per high school student:  
90% or more of students in Grades 9-12 earned at least 5.5 credits during the current school year  
96-100% = 15  
90-95% = 14

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Individual measure:  
60-84% of students meet target  
83-84% = 13  
80-82% = 12  
77-79% = 11  
74-76% = 10  
70-73% = 9  
60-69% = 8

For school-wide metric:  
If X is the prior percentage of students successful on the state assessments, and Y is the percentage of students successful on the next year's exams, then  
 $X + 5 \leq Y < X + 7$ , score is 13  
 $X + 3 \leq Y < X + 5$ , score is 12  
 $X + 1 \leq Y < X + 3$ , score is 11  
 $X - 1 < Y < X + 1$ , score is 10  
 $X - 3 < Y \leq X - 1$ , score is 9  
 $X - 5 < Y \leq X - 3$ , score is 8

Credits earned per high school student:  
67-89% of students in Grades 9-12 earned at least 5.5 credits during the current school year  
87-89% = 13  
84-86% = 12  
81-83% = 11  
75-80% = 10  
71-74% = 9  
67-70% = 8

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

Individual measure:  
40-59% of students meet target  
54-59% = 7  
52-53% = 6  
50-51% = 5  
46-49% = 4  
40-45% = 3

For school-wide metric:  
If X is the prior percentage of students successful on the state assessments, and Y is the percentage of students successful on the next year's exams, then  
 $X - 7 < Y \leq X - 5$ , score is 7  
 $X - 9 < Y \leq X - 7$ , score is 6  
 $X - 11 < Y \leq X - 9$ , score is 5  
 $X - 13 < Y \leq X - 11$ , score is 4  
 $X - 15 < Y \leq X - 13$ , score is 3

Credits earned per high school student:  
50-66% of students in Grades 9-12 earned at least 5.5 credits during the current school year  
64-66% = 7  
62-63% = 6  
60-61% = 5  
56-59% = 4

50-55% = 3

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

Individual measure:

Fewer than 40% of students meet target

34-39% = 2

20-33% = 1

0-19% = 0

For school-wide metric:

If X is the prior percentage of students successful on the state assessments, and Y is the percentage of students successful on the next year's exams, then

$X - 20 < Y \leq X - 15$ , score is 2

$X - 25 < Y \leq X - 20$ , score is 1

$Y \leq X - 25$ , score is 0

Credits earned per high school student:

Fewer than 50% of students in Grades 9-12 earned at least 5.5 credits during the current school year

45-49% = 2

33-44% = 1

0-32% = 0

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

assets/survey-uploads/12190/941631-8o9AH60arN/Twenty point charts task 8.1.docx

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

(No response)

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

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

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

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

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

(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades  
 (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
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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.	South Seneca has no principals in this category.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	South Seneca has no principals in this category.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	South Seneca has no principals in this category.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	South Seneca has no principals in this category.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	South Seneca has no principals in this category.

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

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

(No response)

### 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.

Because the secondary principal's measure is derived from three separate metrics, the final rating will be a weighted average (based on student population in the middle grades and the high school grades) of the three individual ratings. Once the weighted average is calculated, it will be rounded to the nearest whole number. Rounding will not permit a principal to move between HEDI scoring bands.

### 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 Friday, January 24, 2014

Updated Friday, February 21, 2014

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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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

- A. The Multidimensional Principal Performance Rubric shall be used as the principal practice rubric.
- B. The principal practice rubric will be assigned 60 points of the total sixty points for Other Measures.
- C. Each of the domains in the rubric has been assigned point values on a 100-point scale as follows:
  - Domain 1-Shared Vision of Learning: 15 points
  - Domain 2-School Culture and Instructional Program: 30 points
  - Domain 3-Safe, Efficient, Effective Learning Environment: 20 points
  - Domain 4-Community: 10 points
  - Domain 5-Integrity, Fairness, and Ethics: 15 points
  - Domain 6-Political, Social, Economic, Legal and Cultural Context: 10 points
- D. The Superintendent will utilize the MPP Rubric to rate each principal on each of the domains, throughout the school year, from 1 to 4, inclusive (whole number ratings). Multiple pieces of evidence will be used to make these ratings, and all ratings collected during the year will be used to calculate a final number for each domain. The superintendent will calculate an average of these ratings and round to the nearest tenth of a point. These ratings will be converted to a point value on the 100-point scale according to an agreed-upon conversion chart. Points from each domain will be added together to arrive at a total rating out of 100 points, and this rating is finally converted to a 60-point scale, again using an agreed-upon conversion chart. The HEDI category will be determined according to the following:
  - Highly Effective 59-60 points
  - Effective 57-58 points
  - Developing 50-56 points
  - Ineffective 0-49 points

Highly Effective principals in this category are observed, over multiple visits, to consistently exceed district expectations and to warrant highly effective ratings across all domains of the Multi-Dimensional Principal Performance Rubric. Specifically, a principal will earn at least 59 total points out of 60 after conversion.

Effective principals in this category are observed, over multiple visits, to consistently meet district expectations and to warrant effective ratings across all domains of the Multi-Dimensional Principal Performance Rubric. Specifically, a principal will earn 57-58 total points out of 60 after conversion.

Developing principals in this category are observed, over multiple visits, to fall short of district expectations and to warrant some ineffective ratings across some domains of the Multi-Dimensional Principal Performance Rubric.

Specifically, a principal will earn 50-56 total points out of 60 after conversion.

Ineffective principals in this category are observed, over multiple visits, to consistently fail to meet district expectations and to warrant ineffective ratings across all domains of the Multi-Dimensional Principal Performance Rubric.

Specifically, a principal will earn fewer than 50 total points out of 60 after conversion.

#### Conversion Charts

##### Domains 4 and 6: Community and Context Rating

1.0-1.2 0  
1.3-1.5 1  
1.6-1.9 2  
2.0-2.1 3  
2.2-2.3 4  
2.4-2.6 5  
2.7-2.9 6  
3.0-3.1 7  
3.2-3.3 8  
3.4-3.7 9  
3.8-4.0 10

##### Domains 1 and 5: Vision and Integrity Rating

1.0 0  
1.1-1.2 1  
1.3-1.4 2  
1.5-1.6 3  
1.7-1.8 4  
1.9-2.0 5  
2.1-2.2 6  
2.3-2.4 7  
2.5-2.6 8  
2.7-2.8 9  
2.9-3.0 10  
3.1-3.2 11  
3.3-3.4 12  
3.5-3.6 13  
3.7-3.8 14  
3.9-4.0 15

##### Domain 3: Learning Environment Rating

1.0 0  
1.1 1  
1.2 2  
1.3 3  
1.4 4  
1.5 5  
1.6 6  
1.7 7  
1.8 8  
1.9 9  
2.0 10  
2.1-2.2 11  
2.3-2.4 12  
2.5-2.6 13  
2.7-2.9 14  
3.0-3.2 15  
3.3-3.4 16  
3.5-3.6 17

3.7 18  
3.8 19  
3.9-4.0 20

Domain 2: Culture and Program Rating

1.0 0  
1.1 1  
1.2 2  
1.3 3  
1.4 4  
1.5 5  
1.6 6  
1.7 7  
1.8 8  
1.9 9  
2.0 10  
2.1 11  
2.2 12  
2.3 13  
2.4 14  
2.5 15  
2.6 16  
2.7 17  
2.8 18  
2.9 19  
3.0 20  
3.1 21  
3.2 22  
3.3 23  
3.4 24  
3.5 25  
3.6 26  
3.7 27  
3.8 28  
3.9 29  
4.0 30

Overall Rubric Score Rating Category 0-60 Point Distribution

96-100 Highly Effective 60  
91-95 Highly Effective 59  
86-90 Effective 58  
80-85 Effective 57  
77-79 Developing 56  
75-76 Developing 55  
73-74 Developing 54  
71-72 Developing 53  
70 Developing 52  
68-69 Developing 51  
65-67 Developing 50  
56-64 Ineffective 49  
48-55 Ineffective 48  
47 Ineffective 47  
46 Ineffective 46  
45 Ineffective 45  
44 Ineffective 44  
43 Ineffective 43  
42 Ineffective 42  
41 Ineffective 41  
40 Ineffective 40  
39 Ineffective 39  
38 Ineffective 38

37 Ineffective 37  
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 10 Ineffective 10  
 9 Ineffective 9  
 8 Ineffective 8  
 7 Ineffective 7  
 6 Ineffective 6  
 5 Ineffective 5  
 4 Ineffective 4  
 3 Ineffective 3  
 2 Ineffective 2  
 1 Ineffective 1  
 0 Ineffective 0

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.

Highly Effective principals in this category are observed, over multiple visits, to consistently exceed district expectations and to warrant highly effective ratings across all domains of the Multi-Dimensional Principal Performance Rubric. Specifically, a principal will earn at least 59 total points out of 60 after conversion.

Effective: Overall performance and results meet standards.

Effective principals in this category are observed, over multiple visits, to consistently meet district expectations and to warrant effective

ratings across all domains of the Multi-Dimensional Principal Performance Rubric.  
Specifically, a principal will earn 57-58 total points out of 60 after conversion.

Developing: Overall performance and results need improvement in order to meet standards.

Developing principals in this category are observed, over multiple visits, to fall short of district expectations and to warrant some ineffective ratings across some domains of the Multi-Dimensional Principal Performance Rubric.  
Specifically, a principal will earn 50-56 total points out of 60 after conversion.

Ineffective: Overall performance and results do not meet standards.

Ineffective principals in this category are observed, over multiple visits, to consistently fail to meet district expectations and to warrant ineffective ratings across all domains of the Multi-Dimensional Principal Performance Rubric.  
Specifically, a principal will earn fewer than 50 total points out of 60 after conversion.

Please provide the locally-negotiated 60 point scoring bands.

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

## 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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

### **Tenured Principals**

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

# 10. Composite Scoring (Principals)

Created Friday, January 24, 2014

Updated Tuesday, February 04, 2014

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

**Overall Composite Score**  
**Highly Effective**  
**18-20**  
**18-20**  
**Ranges determined locally--see below**  
**91-100**  
**Effective**  
**9-17**  
**9-17**  
**75-90**  
**Developing**  
**3-8**  
**3-8**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

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

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

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

Where Value-Added growth measure applies  
**Growth or Comparable Measures**  
**Locally-selected Measures of growth or achievement**  
**Other Measures of Effectiveness**  
**(60 points)**

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Friday, January 24, 2014

Updated Tuesday, February 25, 2014

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/942076-Df0w3Xx5v6/PIP Process.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

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

- The substance of the annual professional performance review;
- The school district's adherence to the standards and methodologies required for such reviews;
- The adherence to the Commissioner's regulations, as applicable to such reviews;
- Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews.
- Probationary principals may only make an appeal based on alleged procedural violations.

B. Appeals of annual professional performance reviews (composite effectiveness score/Summative Evaluation) may be brought for ineffective or developing ratings only.

C. A principal may not file multiple appeals regarding the same annual performance review. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

D. A principal who receives a rating of "ineffective" or "developing" on an annual professional performance review may appeal his or her summative evaluation only if the superintendent and principal cannot agree. Ratings of "highly effective" or "effective" cannot be appealed.

E. All appeals shall be filed in writing.

F. An appeal of annual professional performance review must be filed no later than ten (10) business days of the date when the principal receives their final and complete annual professional performance review.

G. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review (composite effectiveness score/Summative Evaluation). Supportive evidence about the challenges must also be submitted with the appeal. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the principal in the deliberations related to the resolution of the appeal. The performance review being challenged must also be submitted with the appeal. Any additional documents or materials relevant to the appeal will be supplied by the superintendent upon request. Any such information that is not submitted at the time of the request shall not be considered on behalf of the District in the deliberations related to the resolution of the appeal.

H. Within ten (10) business days of receipt of an appeal, the superintendent must submit a detailed written response to the appeal to the principal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.

I. If the principal wishes to appeal the superintendent's determination, notice must be provided to the Superintendent within five (5) days of the date of the appeal response. Within ten (10) business days of the notice of appeal, a Review Committee will be formed, consisting of one representative chosen by the District and one administrator chosen by the SSAA. The parties agree that:

- The Review Committee shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the committee is selected.
- The hearing shall be conducted in no more than three (3) hours unless extenuating circumstances are present and the Review Committee (consensus) requests more time. In the event of extenuating circumstances, the steps of the appeals process and the appeal itself will be completed in a timely and expeditious manner.
- The parties shall have the ability to be represented by association/union representative or attorney.
- The principal shall have the opportunity to present its case supporting the rating and the district shall have the opportunity to present his or her case supporting a change in rating. The presentations may include the presentation of materials, affidavits in lieu of testimony, and/or, if requested by the Review Committee (consensus), witnesses. Any review hearings or meetings are to be considered confidential and not open to the public.
- In considering an appeal, the superintendent or Review Committee will first determine whether there have been any significant procedural violations of the Annual Professional Performance Review Plan.
- The Review Committee's decision will be made by consensus.

J. A written decision on the merits of the appeal shall be rendered by the review Committee no later than fifteen (15) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewers must either affirm or set aside a superintendent's rating. A copy of the decision shall be provided to the principal and the district representative. In the event that consensus is not reached, the Review Committee will name a third party to review the appeal and break the tie within five business days after the written decision is rendered by the review committee. The third party will hear the appeal within five business days after the third party has been named. The third party will deliver a written response within three days of the appeal hearing.

K. This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review.

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

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

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

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

The Superintendent will ensure that all evaluators have been trained and that all Lead Evaluators have been trained and certified in accordance with Regulation. The District will utilize our BOCES Network Team evaluator training and Lead Evaluator training in accordance with SED procedures and processes. Lead Evaluator/Evaluator training will include training on all nine required elements required by Regents Rules Section 30-2.9. Lead evaluator/evaluator training is composed of four sessions totaling eight hours. Each of the four sessions is two hours in duration.

The Superintendent will ensure that Lead Evaluators participate in annual training and are re-certified on an annual basis. The BOCES Network Team will be utilized to provide the training. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

TST BOCES is offering follow-up evaluator training that includes calibration training. The Superintendent certifies that each evaluator will provide proof of completion of this training before being used as a principal evaluator. The District will require yearly recertification in inter-rater reliability as required by SED.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Saturday, January 25, 2014

Updated Thursday, February 27, 2014

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### Page 1

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

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

[assets/survey-uploads/12158/943558-3Uqgn5g9Iu/South Seneca 2013-14 Certification Form.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.

In the absence of an approved value-added measure, South Seneca will use the following charts to determine HEDI ratings for teachers in Grades 4-8 ELA and Math.

**HIGHLY EFFECTIVE:**

For STAR Math and Reading Enterprise, Median Growth Percentile will be 64 or above

69 or greater = 20

67-68 = 19

64-66 = 18

For individual student growth in Grades 6-8, 85% or more of students meet individual target

95-100% = 20

90-94% = 19

85-89% = 18

**EFFECTIVE:**

For STAR Math and Reading Enterprise, Median Growth Percentile will be 35-63, inclusive

61-63 = 17

58-60 = 16

55-57 = 15

52-54 = 14

49-51 = 13

46-48 = 12

45-47 = 11

40-44 = 10

35-39 = 9

For individual student growth in Grades 6-8, 60-84% of students meet individual target

82-84% = 17

79-81% = 16

76-78% = 15

73-75% = 14

71-72% = 13

69-70% = 12

67-68% = 11

64-66% = 10

60-63% = 9

**DEVELOPING:**

For STAR Math and Reading Enterprise, Median Growth Percentile will be 21-34, inclusive

33-34 = 8

31-32 = 7

29-30 = 6

27-28 = 5

25-26 = 4

21-24 = 3

For individual student growth in Grades 6-8, 40-59% of students meet individual target

56-59% = 8

53-55% = 7

50-52% = 6

48-49% = 5

45-47% = 4

40-44% = 3

**INEFFECTIVE:**

For STAR Math and Reading Enterprise, Median Growth Percentile will be 20 or below

16-20 = 2

10-15 = 1

1-9 = 0

For individual student growth in Grades 6-8, fewer than 40% of students meet individual target

34-39% = 2

20-33% = 1

0-19% = 0

**Teacher Improvement Plan (TIP) Part I**

Supervising Administrator: \_\_\_\_\_ Bargaining unit member: \_\_\_\_\_

<p><b>A: Written Notification Designation as a Bargaining Unit Member in Need of Improvement</b></p> <p><i>Administrator:</i> <i>Date:</i></p>	<p><b>B: Plan for Improvement with Specific, Measurable Objectives, Timeline, and Evaluation Process</b></p> <p><i>Administrator:</i> <i>Teacher:</i> <i>Date received:</i> <i>Meeting Date:</i></p>	<p><b>C: Feedback and Results of Plan for Improvement</b></p> <p><i>Administrator:</i> <i>Teacher:</i> <i>Date:</i></p>
<p>Note<sup>1</sup></p> <p>Criterion/Criteria That Have Not Been Met Successfully are indicated below.</p>	<p>Note<sup>2</sup></p> <p>Note<sup>3</sup></p> <p>Note<sup>4</sup></p> <p>Note<sup>5</sup></p> <p>Note<sup>6</sup></p> <p><b>Objectives:</b></p> <p><b>Measurable Objectives:</b></p> <p><b>Evaluation Process:</b></p> <p><b>Timeline:</b></p>	<p>Note<sup>7</sup></p> <p>Recommendation (Check One):</p> <p>_____ This bargaining unit member has met all the criterion/criteria identified as in need of improvement and will return to his/her original designation and Action Plan.</p> <p>_____ This bargaining unit member has not met the criterion/criteria identified as in need of improvement and will be cited for disciplinary action.</p> <p>_____ This bargaining unit member has not met the criterion/criteria identified as in need of improvement and will remain as a Bargaining Unit Member in Need of Improvement with revised goals and timeline.</p> <p>Explanation for the designation:</p>

<sup>1</sup> Evidence may include informal administrative observations, formal, announced or unannounced observations, or any incidents, behaviors, or other indications that form the basis on which the administrator made the decision to notify the Bargaining Unit Member of the issue of concern. Before evidence is used as evidence, however, the district must share the evidence with the Bargaining Unit Member and document that the evidence was shared.

<sup>2</sup> The administrator will schedule a meeting with the unit member to discuss a plan for how s/he may successfully meet the criterion/criteria. The member is directed to sign this document as his/her acknowledgement that the document will become a part of the personnel file unless the administrator and teacher cannot agree.

<sup>3</sup> If the bargaining unit member and administrator cannot agree on a plan, the Superintendent will determine the contents of the plan. The plan will be completed and this form returned to the bargaining unit member no more than 2 business days after this meeting. The teacher will immediately sign the form and return a copy of it to the administrator for placement in the personnel file.

<sup>4</sup> The plan will be completed by April 1 for tenured teachers. The plan will be completed by February 15 for probationary teachers.

<sup>5</sup> If the teacher is absent any day on which she was to meet with a peer, the offer of a meeting with a peer for that time may be forfeited. If the teacher is absent any day on which she was to meet with a consultant or could not attend a workshop or course of any kind for any reason, the offer of time for that day will be lost and will NOT be rescheduled.

<sup>6</sup> If the teacher misses an extra announced observation for any reason, the number of observations provided will be reduced accordingly except at the discretion of the Superintendent.

<sup>7</sup> The administrator must attach all evidence to this form, including observation summaries, incident reports, etc.

**Teacher Improvement Plan (TIP), Part II**

Supervising Administrator: \_\_\_\_\_ Bargaining unit member: \_\_\_\_\_

	Action from the Plan	Measurement	Result
<b>Domain 1 Planning and Preparation</b>			
<i>1a: Demonstrating Knowledge of Content and Pedagogy</i>			
<i>1b: Demonstrating Knowledge of Students</i>			
<i>1c: Setting Instructional Outcomes</i>			
<i>1d: Demonstrating Knowledge of Resources</i>			
<i>1e: Designing Coherent Instruction</i>			
<i>1f: Designing Student Assessments</i>			
<b>Domain 2: Classroom Environment</b>			
<i>2a: Creating an environment of respect and rapport</i>			
<i>2b: Establishing a culture for learning</i>			
<i>2c: Managing classroom procedures</i>			
<i>2d: Managing student behavior</i>			
<i>2e: Organizing physical space</i>			
<b>Domain 3: Instruction</b>			
<i>3a: Communicating with students</i>			
<i>3b: Using questioning prompts and discussions</i>			
<i>3c: Engaging students in learning</i>			
<i>3d: Using assessment in instruction</i>			
<i>3e: Demonstrating flexibility and responsiveness</i>			
<b>Domain 4: Professional Responsibilities</b>			
<i>4a: Reflection on teaching</i>			
<i>4b: Maintaining accurate records</i>			
<i>4c: Communicating with families</i>			
<i>4d: Participating in a professional community</i>			
<i>4e: Growing and developing professionally</i>			
<i>4f: Showing professionalism</i>			

In the absence of an approved value-added measure, South Seneca will use the following charts to determine HEDI ratings for principals.

**HIGHLY EFFECTIVE:**

Individual measure:

85% or more of students meet target

95-100% = 20

90-94% = 19

85-89% = 18

For school-wide metric:

If X is the prior percentage of students successful on the state assessments, and Y is the percentage of students successful on the next year's exams, then

$Y \geq X + 12$ , score is 20

$X + 10 \leq Y < X + 12$ , score is 19

$X + 7 \leq Y < X + 10$ , score is 18

Credits earned per high school student:

90% or more of students in Grades 9-12 earned at least 5.5 credits during the current school year

96-100% = 20

93-95% = 19

90-92% = 18

**EFFECTIVE:**

Individual measure:

60-84% of students meet target

82-84% = 17

79-81% = 16

76-78% = 15

73-75% = 14

71-72% = 13

69-70% = 12

67-68% = 11

64-66% = 10

60-63% = 9

For school-wide metric:

If X is the prior percentage of students successful on the state assessments, and Y is the percentage of students successful on the next year's exams, then

$X + 6 \leq Y < X + 7$ , score is 17

$X + 5 \leq Y < X + 6$ , score is 16

$X + 4 \leq Y < X + 5$ , score is 15

$X + 3 \leq Y < X + 4$ , score is 14

$X + 2 \leq Y < X + 3$ , score is 13

$X + 1 \leq Y < X + 2$ , score is 12

$X - 1 < Y < X + 1$ , score is 11

$X - 3 < Y \leq X - 1$ , score is 10

$X - 5 < Y \leq X - 3$ , score is 9

Credits earned per high school student:

67-89% of students in Grades 9-12 earned at least 5.5 credits during the current school year

87-89% = 17

84-86% = 16

81-83% = 15

79-80% = 14

77-78% = 13

75-76% = 12

73-74% = 11

71-72% = 10

67-70% = 9

DEVELOPING:

Individual measure:

40-59% of students meet target

56-59% = 8

53-55% = 7

50-52% = 6

48-49% = 5

45-47% = 4

40-44% = 3

For school-wide metric:

If X is the prior percentage of students successful on the state assessments, and Y is the percentage of students successful on the next year's exams, then

$X - 7 < Y \leq X - 5$ , score is 8

$X - 6 < Y \leq X - 7$ , score is 7

$X - 8 < Y \leq X - 6$ , score is 6

$X - 11 < Y \leq X - 8$ , score is 5

$X - 13 < Y \leq X - 11$ , score is 4

$X - 15 < Y \leq X - 13$ , score is 3

Credits earned per high school student:

50-66% of students in Grades 9-12 earned at least 5.5 credits during the current school year

65-66% = 8

63-64% = 7

61-62% = 6

59-60% = 5

56-58% = 4

50-55% = 3

INEFFECTIVE:

Individual measure:

Fewer than 40% of students meet target

34-39% = 2

20-33% = 1

0-19% = 0

For school-wide metric:

If X is the prior percentage of students successful on the state assessments, and Y is the percentage of students successful on the next year's exams, then

$X - 20 < Y \leq X - 15$ , score is 2

$X - 25 < Y \leq X - 20$ , score is 1

$Y \leq X - 25$ , score is 0

Credits earned per high school student:

Fewer than 50% of students in Grades 9-12 earned at least 5.5 credits during the current school year

45-49% = 2

33-44% = 1

0-32% = 0

## SECTION V: IMPROVEMENT PLAN

### SOUTH SENECA CENTRAL SCHOOL DISTRICT

#### Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within five business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

## PRINCIPAL IMPROVEMENT PLAN

Name of Principal: \_\_\_\_\_

School Building: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

## **IMPLEMENTATION CERTIFICATION FORM FOR DISTRICT OR BOCES:**

**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. The school district or BOCES, 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 also certify that the APPR Plan submitted for approval by the Commissioner is the sole plan that will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

**The school district or BOCES 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 all lead evaluators for teachers and principals have been properly trained and have received certification and recertification, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents for the 2012-13 school year
- Assure that all evaluators for teachers and principals have been properly trained to conduct evaluations for the 2012-13 school year, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents
- Assure that all evaluators and lead evaluators for teachers and principals will be properly trained and that lead evaluators will be certified and recertified, as necessary, in accordance with Subpart 30-2.9 of the Rules of the Board of Regents for the 2013-14 school year
- Assure that all data will be submitted to the Commissioner by August 27, 2013, to the extent practicable, and no later than October 18, 2013. Assure that all data submitted to the Commissioner by October 18, 2013 will be a complete and accurate representation of the information requested and includes the State Growth subcomponent, locally selected subcomponent, Other comparable measures subcomponent, and final composite rating, for all teachers and principals employed by the district or BOCES, for the 2012-13 school year
- Assure that all data for the State Growth subcomponent, locally selected subcomponent, Other comparable measures subcomponent, and final composite rating, for all teachers and principals employed by the district or BOCES, for the 2012-13 school year is certified by the superintendent and maintained in a central database. The Department reserves the right to require your district to provide this data at any time for auditing purposes
- Assure that the district will keep a record of who the lead evaluator(s) and evaluator(s), as applicable, are for each teacher and principal observation/school visit that will be conducted during the 2013-14 school year. The Department reserves the right to require your district to provide this information any time for monitoring purposes
- Assure that the Department approved APPR plan, in its entirety, has been posted on the district or BOCES website

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

**Signatures, dates**

Superintendent Signature: Date:

*Steph J. Palazzino* 2-26-2014

Teachers Union President Signature: Date:

*L. M. Cheyne* 2/27/2014

Administrative Union President Signature: Date:

*Susan Lynch* 2-26-2014

Board of Education President Signature: Date:

*Michael DeLeon* 2-27-2014