



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

May 8, 2014

Revised

Patrick M. Jensen, Superintendent
Southern Cayuga Central School District
2384 State Route 34B
Aurora, NY 13026

Dear Superintendent Jensen:

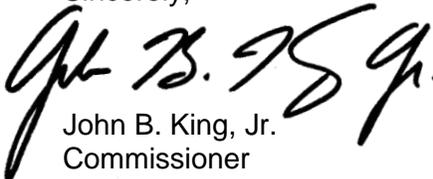
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: William Speck

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 Tuesday, April 30, 2013

Updated Wednesday, February 26, 2014

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 : 050701040000

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

050701040000

1.2) School District Name: SOUTHERN CAYUGA CSD

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

SOUTHERN CAYUGA 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 Tuesday, April 30, 2013

Updated Tuesday, April 29, 2014

Page 1

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

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

While most teachers of 4-8 Common Branch, ELA and Math will have state-provided measures, some may teach other courses 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 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment 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	District, regional, or BOCES-developed assessment	SCCS Developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	SCCS Developed First Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	SCCS Developed Second Grade 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 teacher in collaboration with the principal will be establishing individualized student growth targets using the baseline pre-assessment data given in the beginning of the year. Based on the overall percentage of students who meet or exceed their individualized student growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 86% or more of all students reaching their individualized student growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 76% and 85% of all students reaching their individualized student growth targets.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 66% and 75% of all students reaching their individualized student growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 66% of all students reaching their individualized student growth targets.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	SCCS Developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	SCCS Developed First Grade Math Assessment
2	District, regional, or BOCES-developed assessment	SCCS Developed Second Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 teacher in collaboration with the principal will be establishing individualized student growth targets using the baseline pre-assessment data given in the beginning of the year. Based on the overall percentage of students who meet or exceed their individualized student growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 86% or more of all students reaching their individualized student growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 76% and 85% of all students reaching their individualized student growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 66% and 75% of all students reaching their individualized student growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 66% of all students reaching their individualized student growth targets.

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	SCCS Developed Grade 6 Science Assessment

7	District, regional or BOCES-developed assessment	SCCS Developed Grade 7 Science Assessment
---	--	---

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 teacher in collaboration with the principal will be establishing individualized student growth targets using the baseline pre-assessment data given in the beginning of the year. Based on the overall percentage of students who meet or exceed their individualized student growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers receiving this designation will have 86% or more of all students reaching their individualized student growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 76% and 85% of all students reaching their individualized student growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have between 66% and 75% of all students reaching their individualized student growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers receiving this designation will have fewer than 66% of all students reaching their individualized student growth targets.

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	SCCS Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	SCCS Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	SCCS Developed Grade 8 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 teacher in collaboration with the principal will be establishing individualized student growth targets using the baseline pre-assessment data given in the beginning of the year. Based on the overall percentage of students who meet or exceed their individualized student growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point
---	---

conversion chart in task 2.11

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of all students reaching their individualized student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 76% and 85% of all students reaching their individualized student growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 66% and 75% of all students reaching their individualized student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 66% of all students reaching their individualized student growth targets.

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	SCCS Developed Global Studies 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 teacher in collaboration with the principal will be establishing individualized student growth targets using the baseline pre-assessment data given in the beginning of the year. Based on the overall percentage of students who meet or exceed their individualized student growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of all students reaching their individualized student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 76% and 85% of all students reaching their individualized student growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 66% and 75% of all students reaching their individualized student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 66% of all students reaching their individualized student growth targets.

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 teacher in collaboration with the principal will be establishing individualized student growth targets using the baseline pre-assessment data given in the beginning of the year. Based on the overall percentage of students who meet or exceed their individualized student growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of all students reaching their individualized student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 76% and 85% of all students reaching their individualized student growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 66% and 75% of all students reaching their individualized student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 66% of all students reaching their individualized student growth targets.

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 teacher in collaboration with the principal will be establishing individualized student growth targets using the baseline pre-assessment data given in the beginning of the year. Based on the overall percentage of students who meet or exceed their individualized student growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11. For the NYS Integrated Algebra 1 and NYS Common Core Algebra Regents, the higher score will be utilized in the calculation. Both versions of the Algebra 1 Regents assessment will be offered to students in a Common Core course.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of all students reaching their individualized student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 76% and 85% of all students reaching their individualized student growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 66% and 75% of all students reaching their individualized student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 66% of all students reaching their individualized student growth targets.

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	SCCS Developed Grade 9 English Language Arts Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	SCCS Developed Grade 10 English Language Arts 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 teacher in collaboration with the principal will be establishing individualized student growth targets using the baseline pre-assessment data given in the beginning of the year. Based on the overall percentage of students who meet or exceed their individualized student growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11. The Comprehensive English Regents will be utilized in the calculation.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of all students reaching their individualized student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 76% and 85% of all students reaching their individualized student growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 66% and 75% of all students reaching their individualized student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 66% of all students reaching their individualized student growth targets.

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
All Art Courses	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
All Technology Courses	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
All Health Courses	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
All Music Courses	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
All Other Secondary English Courses	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
All Physical Education Courses	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
All Foreign Language Courses	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
All other Secondary Math Courses	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
All other Secondary Science Courses	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
All Other Secondary Social Studies Courses	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
All Home Economics Courses	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
English Second Language	State Assessment	NYSESLAT
Reading	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments

Library	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
Speech	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
Special Education K-2	District, Regional or BOCES-developed	SCCS Developed Course Specific Assessments
Special Education 3-12	State Assessment	NYS Grade Specific ELA & Math Assessments and all NYS Regents given in the building.

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.	The teacher in collaboration with the principal will be establishing individualized student growth targets using the baseline pre-assessment data given in the beginning of the year. Based on the overall percentage of students who meet or exceed their individualized student growth target, a corresponding 0-20 HEDI score will be determined using the uploaded 20 point conversion chart in task 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers receiving this designation will have 86% or more of all students reaching their individualized student growth targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers receiving this designation will have between 76% and 85% of all students reaching their individualized student growth targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers receiving this designation will have between 66% and 75% of all students reaching their individualized student growth targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers receiving this designation will have fewer than 66% of all students reaching their individualized student growth targets.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/1049788-TXEttx9bQW/HEDI Teacher SLO.docx

2.12) Locally Developed Controls

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

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

not applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances	Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances	Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances	Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances	Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances	Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	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 Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

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 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

Using the drop-down boxes below, select the 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	6(ii) School wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
5	6(ii) School wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
6	6(ii) School wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
7	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
8	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.

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.

A single Locally Measured Score for all K-6 teachers will be determined based upon the total number of students demonstrating proficiency, one year's growth, or moderate growth on the following assessments divided by the total number of assessments completed by students:

Step 1- Determine the total number of students meeting their individual growth targets, which are established by the district at the beginning of the school year and based on their performance on the SCCS District Developed Grade 1-4 Reading Assessments. The growth targets are based on students demonstrating one year's growth as defined by the district on the end-of-year administration of the SCCS District Developed Grade 1-4 Reading Assessments as compared to the September administration of the assessment.

Step 2- Determine the total number of grade 4-6 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program based on students' performance on a September administration of the assessment. Moderate growth for individual students will be determined upon students successfully meeting their growth goal as established by STAR Reading Enterprise.

Step 3- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- The total number of students demonstrating growth and proficiency as determined in Steps 1-4 will be divided by the total number of assessments completed by the total student population in steps 1-4. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.3.

A single Locally Measured Score for all 7-12 teachers will be determined based upon the total number of students demonstrating proficiency or growth on the following assessments divided by the total number of assessments completed by students:

Step 1- Determine the total number of grade 7-8 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program, which is based on a September administration of the assessment. The number of students meeting their moderate growth goal will be determined upon students successfully meeting their moderate growth goal as established by STAR Reading Enterprise.

Step 2- Determine the number of grade 9-12 students, demonstrating 7/10th year's growth on the STAR Reading

Enterprise Assessment as defined by Renaissance Learning. Growth will be determined by comparing end-of-year student performance on the assessment to beginning of the year student performance.

Students who initially test 2 years or more above grade level on STAR Reading Enterprise Assessment who maintain at least 2 years above grade level on end-of-year assessments will be counted as demonstrating growth. Students who test at the 12th grade level, then who maintain at the 12th grade level on end-of-year administration of the STAR assessment will be counted as demonstrating growth. Students who test initially at the 11th grade level and then at the 12th grade level on the end-of-year STAR assessment will be counted as demonstrating growth.

Step 3- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- Determine the total number of students demonstrating proficiency on the NYS Integrated Algebra 1 Regents Assessment or the NYS Common Core Algebra Regents. Both versions of the Regent assessment will be offered to students in a Common Core course. The higher score will be utilized in the calculation and the proficiency benchmark is a score of 65 or higher.

Step 6- Determine the total number of students demonstrating proficiency on the NYS Global Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 7- Determine the total number of students demonstrating proficiency on the NYS Living Environment Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 8- Determine the total number of students demonstrating proficiency on the NYS Earth Science Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 9- Determine the total number of students demonstrating proficiency on the NYS English Language Arts Grade 11 Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 10- Determine the total number of students demonstrating proficiency on the NYS U.S. History & Government Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 11- The total number of students demonstrating growth as determined in Steps 1 and 2 will be added to the total number of students demonstrating proficiency as determined in Steps 3-10. The total will then be divided by the total number of students completing STAR Reading Enterprise Assessment and the total number of students eligible to complete the assessments outlined in steps 3-10. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.3.

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

See upload in task 3.3

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
5	6(ii) School wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
6	6(ii) School wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
7	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
8	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.

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.	A single Locally Measured Score for all K-6 teachers will be determined based upon the total number of students demonstrating proficiency, one year's growth, or moderate growth on the following assessments divided by the total number of assessments completed by students:
--	---

Step 1- Determine the total number of students meeting their individual growth targets, which are established by the district at the beginning of the school year and based on their performance on the SCCS District Developed Grade 1-4 Reading Assessments. The growth targets are based on students demonstrating one year's growth as defined by the district on the end-of-year administration of the SCCS District Developed Grade 1-4 Reading Assessments as compared to the September administration of the assessment.

Step 2- Determine the total number of grade 4-6 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program based on students' performance on a September administration of the assessment. Moderate growth for individual students will be determined upon students successfully meeting their growth goal as established by STAR Reading Enterprise.

Step 3- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- The total number of students demonstrating growth and proficiency as determined in Steps 1-4 will be divided by the total number of assessments completed by the total student population in steps 1-4. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.3.

A single Locally Measured Score for all 7-12 teachers will be determined based upon the total number of students demonstrating proficiency or growth on the following assessments divided by the total number of assessments completed by students:

Step 1- Determine the total number of grade 7-8 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program, which is based on a September administration of the assessment. The number of students meeting their moderate growth goal will be determined upon students successfully meeting their moderate growth goal as established by STAR Reading Enterprise.

Step 2- Determine the number of grade 9-12 students, demonstrating 7/10th year's growth on the STAR Reading Enterprise Assessment as defined by Renaissance Learning. Growth will be determined by comparing end-of-year student performance on the assessment to beginning of the year student performance.

Students who initially test 2 years or more above grade level on STAR Reading Enterprise Assessment who maintain at least 2 years above grade level on end-of-year assessments will be counted as demonstrating growth. Students who test at the 12th grade level, then who maintain at the 12th grade level on end-of-year administration of the STAR assessment will be counted as demonstrating growth. Students who test initially at the 11th grade level and then at the 12th grade level on the

end-of-year STAR assessment will be counted as demonstrating growth.

Step 3- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- Determine the total number of students demonstrating proficiency on the NYS Integrated Algebra 1 Regents Assessment or the NYS Common Core Algebra Regents. Both versions of the Regent assessment will be offered to students in a Common Core course. The higher score will be utilized in the calculation and the proficiency benchmark is a score of 65 or higher.

Step 6- Determine the total number of students demonstrating proficiency on the NYS Global Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 7- Determine the total number of students demonstrating proficiency on the NYS Living Environment Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 8- Determine the total number of students demonstrating proficiency on the NYS Earth Science Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 9- Determine the total number of students demonstrating proficiency on the NYS English Language Arts Grade 11 Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 10- Determine the total number of students demonstrating proficiency on the NYS U.S. History & Government Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 11- The total number of students demonstrating growth as determined in Steps 1 and 2 will be added to the total number of students demonstrating proficiency as determined in Steps 3-10. The total will then be divided by the total number of students completing STAR Reading Enterprise Assessment and the total number of students eligible to complete the assessments outlined in steps 3-10. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.3.

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

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1049789-rhJdBgDruP/Local Scale for 2013-14 (2).docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	6(ii) School-wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
1	6(ii) School-wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
2	6(ii) School-wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
3	6(ii) School-wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.

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.

A single Locally Measured Score for all K-6 teachers will be determined based upon the total number of students demonstrating proficiency, one year's growth, or moderate growth on the following assessments divided by the total number of assessments completed by students:

Step 1- Determine the total number of students meeting their individual growth targets, which are established by the district at the beginning of the school year and based on their performance on the SCCS District Developed Grade 1-4 Reading Assessments. The growth targets are based on students demonstrating one year's growth as defined by the district on the end-of-year administration of the SCCS District Developed Grade 1-4 Reading Assessments as compared to the September administration of the assessment.

Step 2- Determine the total number of grade 4-6 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program based on students' performance on a September administration of the assessment. Moderate growth for individual students will be determined upon students successfully meeting their growth goal as established by STAR Reading Enterprise.

Step 3- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- The total number of students demonstrating growth and proficiency as determined in Steps 1-4 will be divided by the total number of assessments completed by the total student

population in steps 1-4. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13

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	6(ii) School-wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
1	6(ii) School-wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
2	6(ii) School-wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
3	6(ii) School-wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.

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.	A single Locally Measured Score for all K-6 teachers will be determined based upon the total number of students demonstrating proficiency, one year's growth, or moderate growth on the following assessments divided by the total number of assessments completed by students: Step 1- Determine the total number of students meeting their individual growth targets, which are established by the district at the beginning of the school year and based on their performance on the SCCS District Developed Grade 1-4 Reading Assessments. The growth targets are based on students
---	--

demonstrating one year's growth as defined by the district on the end-of-year administration of the SCCS District Developed Grade 1-4 Reading Assessments as compared to the September administration of the assessment.

Step 2- Determine the total number of grade 4-6 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program based on students' performance on a September administration of the assessment. Moderate growth for individual students will be determined upon students successfully meeting their growth goal as established by STAR Reading Enterprise.

Step 3- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- The total number of students demonstrating growth and proficiency as determined in Steps 1-4 will be divided by the total number of assessments completed by the total student population in steps 1-4. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13

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	6(ii) School wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
7	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government

8	6(ii) School wide measure computed locally	<p>Regents.</p> <p>STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.</p>
---	--	--

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A single Locally Measured Score for all K-6 teachers will be determined based upon the total number of students demonstrating proficiency, one year's growth, or moderate growth on the following assessments divided by the total number of assessments completed by students:</p> <p>Step 1- Determine the total number of students meeting their individual growth targets, which are established by the district at the beginning of the school year and based on their performance on the SCCS District Developed Grade 1-4 Reading Assessments. The growth targets are based on students demonstrating one year's growth as defined by the district on the end-of-year administration of the SCCS District Developed Grade 1-4 Reading Assessments as compared to the September administration of the assessment.</p> <p>Step 2- Determine the total number of grade 4-6 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program based on students' performance on a September administration of the assessment. Moderate growth for individual students will be determined upon students successfully meeting their growth goal as established by STAR Reading Enterprise.</p> <p>Step 3- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.</p> <p>Step 4- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.</p> <p>Step 5- The total number of students demonstrating growth and proficiency as determined in Steps 1-4 will be divided by the total number of assessments completed by the total student population in steps 1-4. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.</p> <p>A single Locally Measured Score for all 7-12 teachers will be determined based upon the total number of students demonstrating proficiency or growth on the following assessments divided by the total number of assessments completed by students:</p> <p>Step 1- Determine the total number of grade 7-8 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal</p>
--	--

for individual students will be established by the STAR Reading Enterprise program, which is based on a September administration of the assessment. The number of students meeting their moderate growth goal will be determined upon students successfully meeting their moderate growth goal as established by STAR Reading Enterprise.

Step 2- Determine the number of grade 9-12 students, demonstrating 7/10th year's growth on the STAR Reading Enterprise Assessment as defined by Renaissance Learning. Growth will be determined by comparing end-of-year student performance on the assessment to beginning of the year student performance.

Students who initially test 2 years or more above grade level on STAR Reading Enterprise Assessment who maintain at least 2 years above grade level on end-of-year assessments will be counted as demonstrating growth. Students who test at the 12th grade level, then who maintain at the 12th grade level on end-of-year administration of the STAR assessment will be counted as demonstrating growth. Students who test initially at the 11th grade level and then at the 12th grade level on the end-of-year STAR assessment will be counted as demonstrating growth.

Step 3- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- Determine the total number of students demonstrating proficiency on the NYS Integrated Algebra 1 Regents Assessment or the NYS Common Core Algebra Regents. Both versions of the Regent assessment will be offered to students in a Common Core course. The higher score will be utilized in the calculation and the proficiency benchmark is a score of 65 or higher.

Step 6- Determine the total number of students demonstrating proficiency on the NYS Global Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 7- Determine the total number of students demonstrating proficiency on the NYS Living Environment Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 8- Determine the total number of students demonstrating proficiency on the NYS Earth Science Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 9- Determine the total number of students demonstrating proficiency on the NYS English Language Arts Grade 11 Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 10- Determine the total number of students demonstrating proficiency on the NYS U.S. History & Government Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 11- The total number of students demonstrating growth as determined in Steps 1 and 2 will be added to the total number of students demonstrating proficiency as determined in Steps 3-10. The total will then be divided by the total number of students completing STAR Reading Enterprise Assessment and the total

number of students eligible to complete the assessments outlined in steps 3-10. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.

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

See upload in task 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See upload in task 3.13

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

See upload in task 3.13

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

See upload in task 3.13

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	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
7	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
8	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.

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.

A single Locally Measured Score for all K-6 teachers will be determined based upon the total number of students demonstrating proficiency, one year's growth, or moderate growth on the following assessments divided by the total

number of assessments completed by students:

Step 1- Determine the total number of students meeting their individual growth targets, which are established by the district at the beginning of the school year and based on their performance on the SCCS District Developed Grade 1-4 Reading Assessments. The growth targets are based on students demonstrating one year's growth as defined by the district on the end-of-year administration of the SCCS District Developed Grade 1-4 Reading Assessments as compared to the September administration of the assessment.

Step 2- Determine the total number of grade 4-6 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program based on students' performance on a September administration of the assessment. Moderate growth for individual students will be determined upon students successfully meeting their growth goal as established by STAR Reading Enterprise.

Step 3- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- The total number of students demonstrating growth and proficiency as determined in Steps 1-4 will be divided by the total number of assessments completed by the total student population in steps 1-4. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.

A single Locally Measured Score for all 7-12 teachers will be determined based upon the total number of students demonstrating proficiency or growth on the following assessments divided by the total number of assessments completed by students:

Step 1- Determine the total number of grade 7-8 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program, which is based on a September administration of the assessment. The number of students meeting their moderate growth goal will be determined upon students successfully meeting their moderate growth goal as established by STAR Reading Enterprise.

Step 2- Determine the number of grade 9-12 students, demonstrating 7/10th year's growth on the STAR Reading Enterprise Assessment as defined by Renaissance Learning. Growth will be determined by comparing end-of-year student performance on the assessment to beginning of the year student performance.

Students who initially test 2 years or more above grade level on STAR Reading Enterprise Assessment who maintain at least 2 years above grade level on end-of-year assessments will be counted as demonstrating growth. Students who test at the 12th grade level, then who maintain at the 12th grade level on end-of-year administration of the STAR assessment will be counted as demonstrating growth. Students who test initially at

the 11th grade level and then at the 12th grade level on the end-of-year STAR assessment will be counted as demonstrating growth.

Step 3- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- Determine the total number of students demonstrating proficiency on the NYS Integrated Algebra 1 Regents Assessment or the NYS Common Core Algebra Regents. Both assessments will be offered to students in a Common Core Course. The higher score will be utilized in the calculation and the proficiency benchmark is a score of 65 or higher.

Step 6- Determine the total number of students demonstrating proficiency on the NYS Global Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 7- Determine the total number of students demonstrating proficiency on the NYS Living Environment Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 8- Determine the total number of students demonstrating proficiency on the NYS Earth Science Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 9- Determine the total number of students demonstrating proficiency on the NYS English Language Arts Grade 11 Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 10- Determine the total number of students demonstrating proficiency on the NYS U.S. History & Government Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 11- The total number of students demonstrating growth as determined in Steps 1 and 2 will be added to the total number of students demonstrating proficiency as determined in Steps 3-10. The total will then be divided by the total number of students completing STAR Reading Enterprise Assessment and the total number of students eligible to complete the assessments outlined in steps 3-10. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.

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

See upload in task 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See upload in task 3.13

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

See upload in task 3.13

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

See upload in task 3.13

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	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
Global 2	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
American History	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>A single Locally Measured Score for all 7-12 teachers will be determined based upon the total number of students demonstrating proficiency or growth on the following assessments divided by the total number of assessments completed by students:</p> <p>Step 1- Determine the total number of grade 7-8 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program, which is based on a September administration of the assessment. The number of students meeting their moderate growth goal will be determined upon students successfully meeting their moderate growth goal as established by STAR Reading Enterprise.</p> <p>Step2- Determine the number of grade 9-12 students, demonstrating 7/10th year's growth on the STAR Reading Enterprise Assessment as defined by Renaissance Learning. Growth will be determined by comparing end-of-year student performance on the assessment to beginning of the year student performance.</p> <p>Students who initially test 2 years or more above grade level on</p>
---	---

STAR Reading Enterprise Assessment who maintain at least 2 years above grade level on end-of-year assessments will be counted as demonstrating growth. Students who test at the 12th grade level, then who maintain at the 12th grade level on end-of-year administration of the STAR assessment will be counted as demonstrating growth. Students who test initially at the 11th grade level and then at the 12th grade level on the end-of-year STAR assessment will be counted as demonstrating growth.

Step 3- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- Determine the total number of students demonstrating proficiency on the NYS Integrated Algebra 1 Regents Assessment or the NYS Common Core Algebra Regents. Both versions of the Regent assessment will be offered to students in a Common Core course. The higher score will be utilized in the calculation and the proficiency benchmark is a score of 65 or higher.

Step 6- Determine the total number of students demonstrating proficiency on the NYS Global Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 7- Determine the total number of students demonstrating proficiency on the NYS Living Environment Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 8- Determine the total number of students demonstrating proficiency on the NYS Earth Science Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 9- Determine the total number of students demonstrating proficiency on the NYS English Language Arts Grade 11 Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 10- Determine the total number of students demonstrating proficiency on the NYS U.S. History & Government Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 11- The total number of students demonstrating growth as determined in Steps 1 and 2 will be added to the total number of students demonstrating proficiency as determined in Steps 3-10. The total will then be divided by the total number of students completing STAR Reading Enterprise Assessment and the total number of students eligible to complete the assessments outlined in steps 3-10. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.

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

See upload in task 3.13

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

See upload in task 3.13

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

See upload in task 3.13

grade/subject.

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

See upload in task 3.13

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	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
Earth Science	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
Chemistry	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
Physics	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

A single Locally Measured Score for all 7-12 teachers will be determined based upon the total number of students demonstrating proficiency or growth on the following assessments divided by the total number of assessments

completed by students:

Step 1- Determine the total number of grade 7-8 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program, which is based on a September administration of the assessment. The number of students meeting their moderate growth goal will be determined upon students successfully meeting their moderate growth goal as established by STAR Reading Enterprise.

Step 2- Determine the number of grade 9-12 students, demonstrating 7/10th year's growth on the STAR Reading Enterprise Assessment as defined by Renaissance Learning. Growth will be determined by comparing end-of-year student performance on the assessment to beginning of the year student performance.

Students who initially test 2 years or more above grade level on STAR Reading Enterprise Assessment who maintain at least 2 years above grade level on end-of-year assessments will be counted as demonstrating growth. Students who test at the 12th grade level, then who maintain at the 12th grade level on end-of-year administration of the STAR assessment will be counted as demonstrating growth. Students who test initially at the 11th grade level and then at the 12th grade level on the end-of-year STAR assessment will be counted as demonstrating growth.

Step 3- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- Determine the total number of students demonstrating proficiency on the NYS Integrated Algebra 1 Regents Assessment or the NYS Common Core Algebra Regents. Both versions of the Regent assessment will be offered to students in a Common Core course. The higher score will be utilized in the calculation and the proficiency benchmark is a score of 65 or higher.

Step 6- Determine the total number of students demonstrating proficiency on the NYS Global Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 7- Determine the total number of students demonstrating proficiency on the NYS Living Environment Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 8- Determine the total number of students demonstrating proficiency on the NYS Earth Science Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 9- Determine the total number of students demonstrating proficiency on the NYS English Language Arts Grade 11 Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 10- Determine the total number of students demonstrating proficiency on the NYS U.S. History & Government Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 11- The total number of students demonstrating growth as

determined in Steps 1 and 2 will be added to the total number of students demonstrating proficiency as determined in Steps 3-10. The total will then be divided by the total number of students completing STAR Reading Enterprise Assessment and the total number of students eligible to complete the assessments outlined in steps 3-10. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13

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	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
Geometry	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
Algebra 2	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

A single Locally Measured Score for all 7-12 teachers will be determined based upon the total number of students demonstrating proficiency or growth on the following assessments divided by the total number of assessments completed by students:

Step 1- Determine the total number of grade 7-8 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program, which is based on a September administration of the assessment. The number of students meeting their moderate growth goal will be determined upon students successfully meeting their moderate growth goal as established by STAR Reading Enterprise.

Step 2- Determine the number of grade 9-12 students, demonstrating 7/10th year's growth on the STAR Reading Enterprise Assessment as defined by Renaissance Learning. Growth will be determined by comparing end-of-year student performance on the assessment to beginning of the year student performance.

Students who initially test 2 years or more above grade level on STAR Reading Enterprise Assessment who maintain at least 2 years above grade level on end-of-year assessments will be counted as demonstrating growth. Students who test at the 12th grade level, then who maintain at the 12th grade level on end-of-year administration of the STAR assessment will be counted as demonstrating growth. Students who test initially at the 11th grade level and then at the 12th grade level on the end-of-year STAR assessment will be counted as demonstrating growth.

Step 3- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- Determine the total number of students demonstrating proficiency on the NYS Integrated Algebra 1 Regents Assessment or the NYS Common Core Algebra Regents. Both versions of the Regent assessment will be offered to students in a Common Core course. The higher score will be utilized in the calculation and the proficiency benchmark is a score of 65 or higher.

Step 6- Determine the total number of students demonstrating proficiency on the NYS Global Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 7- Determine the total number of students demonstrating proficiency on the NYS Living Environment Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 8- Determine the total number of students demonstrating proficiency on the NYS Earth Science Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 9- Determine the total number of students demonstrating proficiency on the NYS English Language Arts Grade 11 Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 10- Determine the total number of students demonstrating proficiency on the NYS U.S. History & Government Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 11- The total number of students demonstrating growth as determined in Steps 1 and 2 will be added to the total number of students demonstrating proficiency as determined in Steps 3-10. The total will then be divided by the total number of students completing STAR Reading Enterprise Assessment and the total number of students eligible to complete the assessments outlined in steps 3-10. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13

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	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
Grade 10 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.

Grade 11 ELA	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.
--------------	--	---

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>A single Locally Measured Score for all 7-12 teachers will be determined based upon the total number of students demonstrating proficiency or growth on the following assessments divided by the total number of assessments completed by students:</p> <p>Step 1- Determine the total number of grade 7-8 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program, which is based on a September administration of the assessment. The number of students meeting their moderate growth goal will be determined upon students successfully meeting their moderate growth goal as established by STAR Reading Enterprise.</p> <p>Step2- Determine the number of grade 9-12 students, demonstrating 7/10th year's growth on the STAR Reading Enterprise Assessment as defined by Renaissance Learning. Growth will be determined by comparing end-of-year student performance on the assessment to beginning of the year student performance.</p> <p>Students who initially test 2 years or more above grade level on STAR Reading Enterprise Assessment who maintain at least 2 years above grade level on end-of-year assessments will be counted as demonstrating growth. Students who test at the 12th grade level, then who maintain at the 12th grade level on end-of-year administration of the STAR assessment will be counted as demonstrating growth. Students who test initially at the 11th grade level and then at the 12th grade level on the end-of-year STAR assessment will be counted as demonstrating growth.</p> <p>Step 3- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.</p> <p>Step 4- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.</p> <p>Step 5- Determine the total number of students demonstrating proficiency on the NYS Integrated Algebra 1 Regents</p>
---	---

Assessment or the NYS Common Core Algebra Regents. Both versions of the Regent assessment will be offered to students in a Common Core course. The higher score will be utilized in the calculation and the proficiency benchmark is a score of 65 or higher.

Step 6- Determine the total number of students demonstrating proficiency on the NYS Global Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 7- Determine the total number of students demonstrating proficiency on the NYS Living Environment Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 8- Determine the total number of students demonstrating proficiency on the NYS Earth Science Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 9- Determine the total number of students demonstrating proficiency on the NYS English Language Arts Grade 11 Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 10- Determine the total number of students demonstrating proficiency on the NYS U.S. History & Government Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 11- The total number of students demonstrating growth as determined in Steps 1 and 2 will be added to the total number of students demonstrating proficiency as determined in Steps 3-10. The total will then be divided by the total number of students completing STAR Reading Enterprise Assessment and the total number of students eligible to complete the assessments outlined in steps 3-10. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other K-6 Courses not listed above	6(ii) School wide measure computed locally	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.

All other 7-12 Course not listed above

6(ii) School wide measure computed locally

STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.

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.

A single Locally Measured Score for all K-6 teachers will be determined based upon the total number of students demonstrating proficiency, one year's growth, or moderate growth on the following assessments divided by the total number of assessments completed by students:

Step 1- Determine the total number of students meeting their individual growth targets, which are established by the district at the beginning of the school year and based on their performance on the SCCS District Developed Grade 1-4 Reading Assessments. The growth targets are based on students demonstrating one year's growth as defined by the district on the end-of-year administration of the SCCS District Developed Grade 1-4 Reading Assessments as compared to the September administration of the assessment.

Step 2- Determine the total number of grade 4-6 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program based on students' performance on a September administration of the assessment. Moderate growth for individual students will be determined upon students successfully meeting their growth goal as established by STAR Reading Enterprise.

Step 3- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- The total number of students demonstrating growth and proficiency as determined in Steps 1-4 will be divided by the total number of assessments completed by the total student population in steps 1-4. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.

A single Locally Measured Score for all 7-12 teachers will be determined based upon the total number of students demonstrating proficiency or growth on the following assessments divided by the total number of assessments completed by students:

Step 1- Determine the total number of grade 7-8 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program, which is based on a September administration of the assessment. The number of students meeting their moderate growth goal will be determined upon students successfully meeting their moderate growth goal as established by STAR Reading Enterprise.

Step 2- Determine the number of grade 9-12 students, demonstrating 7/10th year's growth on the STAR Reading Enterprise Assessment as defined by Renaissance Learning. Growth will be determined by comparing end-of-year student performance on the assessment to beginning of the year student performance.

Students who initially test 2 years or more above grade level on STAR Reading Enterprise Assessment who maintain at least 2 years above grade level on end-of-year assessments will be counted as demonstrating growth. Students who test at the 12th grade level, then who maintain at the 12th grade level on end-of-year administration of the STAR assessment will be counted as demonstrating growth. Students who test initially at the 11th grade level and then at the 12th grade level on the end-of-year STAR assessment will be counted as demonstrating growth.

Step 3- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- Determine the total number of students demonstrating proficiency on the NYS Integrated Algebra 1 Regents Assessment or the NYS Common Core Algebra Regents. Both versions of the Regent assessment will be offered to students in a Common Core course. The higher score will be utilized in the calculation and the proficiency benchmark is a score of 65 or higher.

Step 6- Determine the total number of students demonstrating proficiency on the NYS Global Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 7- Determine the total number of students demonstrating proficiency on the NYS Living Environment Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 8- Determine the total number of students demonstrating proficiency on the NYS Earth Science Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 9- Determine the total number of students demonstrating proficiency on the NYS English Language Arts Grade 11 Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 10- Determine the total number of students demonstrating proficiency on the NYS U.S. History & Government Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 11- The total number of students demonstrating growth as determined in Steps 1 and 2 will be added to the total number of

students demonstrating proficiency as determined in Steps 3-10. The total will then be divided by the total number of students completing STAR Reading Enterprise Assessment and the total number of students eligible to complete the assessments outlined in steps 3-10. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 3.13

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/1049789-y92vNseFa4/Local Scale for 2013-14 (2).docx

3.14) Locally Developed Controls

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

none

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.

See general HEDI Descriptors

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, April 29, 2014

Page 1

4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric Rubric	NYSUT Teacher Practice Rubric
---------------------------------------	-------------------------------

Second Rubric, if applicable	(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?

No

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

Probationary

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	10

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)

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.

Introduction

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 structured review / summative meeting. As part of the observation process, teachers are permitted to submit artifacts pertaining to any element of the rubric for consideration by an administrator during pre- and post-observation conferences and at the structured review / summative meeting. Any documentation provided should specifically indicate which standard and indicator that the teacher feels it addresses.

Number of Observations for Tenured vs. Probationary Teachers (includes final score weighting)

Each tenured teacher shall have at least one (1) formal 'formative' observation of at least forty (40) minutes with a pre- and post-conference and a minimum of two (2) walkthroughs per year. The two walkthrough observations will be unannounced.

The formal 'formative' assessment for tenured teachers will count for up to thirty (30) points of the total sixty (60) points. Each walkthrough observation will count for up to five (5) points each for a possible total of ten (10) points and the Structure Review/summative meeting process will count for a possible total of twenty (20) points. Regardless of the number of observations conducted,

the total number of formal observations conducted will be averaged and weighted as 30 out of the 60 total possible points, while the total number of walkthrough observations conducted will be averaged and weighted as 10 out of the 60 total possible points.

For probationary teachers there shall be a minimum of two (2) formal 'formative' observations of at least forty (40) minutes with a pre- and post- conference and a minimum of two (2) walkthroughs per year. The two walkthrough observations will be unannounced.

Each formal 'formative' assessment for probationary teachers will count for up to twenty (20) points each for a possible total of forty (40) points. Each walkthrough observation will count for up to five (5) points each for a possible total of ten (10) points and the Structure Review / summative meeting process will count for a possible total of ten (10) points. Regardless of the number of observations conducted, the total number of formal observations conducted will be averaged and weighted as 40 out of the 60 total possible points, while the total number of walkthrough observations conducted will be averaged and weighted as 10 out of the 60 total possible points.

Observation Process

The SCCS Observation and Structured Review / Summative Meeting process will ensure that all seven (7) standards of the NYSUT Teacher Rubric will be scored on an annual basis. The Structure Review / Summative Meeting process provides teachers the opportunity to present artifacts at pre- and post-observation conferences and at the Structured Review / Summative meeting. As part of the Structure Review / Summative Meeting process, artifacts presented will be scored 1-4 for each appropriate indicator. The indicator scores for the Structured Review / Summative Meeting process will be averaged together to determine final rubric score for the Structured Review/ Summative Meeting process.

During each observation, all observed indicators will be scored. Indicators not observed during an observation will not be scored. The administrator shall provide an observation report to the teacher for each observation, which will include evidence, a 1-4 rubric score for each observed indicator using the NYSUT Rubric, and an overall averaged final rubric score for the observation.

The averaged final rubric score for each observation will be determined by adding together the rubric scores for each observed indicator and then dividing that total by the total number of indicators observed to determine the final average rubric score (1-4) for each observation. In the next step of the process, each observation final score will be weighted in the following manner.

Summative Score for Other Measures of Effectiveness

As the number of observations and their relative weightings differ between probationary and tenured teachers, the process for each will be outlined.

Tenured Teachers- The rubric score for the formal observation will be multiplied by .50. The rubric score for the two walk-through observations will be averaged and then multiplied by .17. The rubric score for the structured review / summative process will be multiplied by .33. The three sub scores will be added together to determine the weighted rubric score. The resulting weighted rubric score will be converted using the uploaded 60 point conversion chart in section 4.5.

Probationary Teachers- The rubric scores for the two formal observations will be averaged and then multiplied by .66. The rubric scores for the two walk-through observations will be averaged and then multiplied by .17. The rubric score for the structured review / summative process will be multiplied by .17. The three sub scores will be added together to determine the weighted final rubric score. The resulting weighted final rubric score will be converted using the uploaded 60 point conversion chart in section 4.5.

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

assets/survey-uploads/12179/1049790-eka9yMJ855/Hedi other measures 60pts Rev March31~14.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Based on the district's goals and priorities, the teacher exceeds the level of performance expected as assessed by the NYSUT rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	Based on the district's goals and priorities, the teacher meets the level of performance expected as assessed by the NYSUT rubric.

Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based on the district's goals and priorities, the teacher needs improvement the level of performance expected as assessed by the NYSUT rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Based on the district's goals and priorities, the teacher does not meet the level of performance expected as assessed by the NYSUT rubric.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	50-57
Developing	30-49
Ineffective	0-29

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	2
Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

• In Person

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

• In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	2
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 Tuesday, April 30, 2013

Updated Monday, March 31, 2014

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	58-60
Effective	50-57
Developing	30-49
Ineffective	0-29

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 Tuesday, April 30, 2013

Updated Tuesday, April 29, 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/12193/1049792-Df0w3Xx5v6/tip plan March 2014.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

SCCS Teacher Appeal Process

The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's Annual Professional Performance Review. The procedures contained herein are not available to probationary teachers, unless the probationary teacher has demonstrated two years of effective practice.

The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's Annual Professional Performance Review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

This procedure shall be in effect unless changed in accordance with Education Law 3012-c by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction.

- (1) A teacher who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.
- (2) A teacher may appeal only the substance of his or her performance review, the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education and compliance with the procedures for the conduct of performance reviews set forth in the Annual Professional Performance Review plan.
- (3) A teacher may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.
- (4) Appeals concerning a teacher's performance review must be received in the office of the Superintendent of Schools no later than twenty one (21) days after the date when the teacher receives his/her performance review. 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.
- (5) A teacher wishing to initiate an appeal must submit, 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 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.
- (6) Upon receipt of the appeal, the Superintendent will then create an Appeal Panel which will consist of two administrators and two members of the Southern Cayuga Teacher Association within five (5) calendar days. The two administrators will be selected by the Superintendent and the two teachers' association members will be selected by the SCTA President. The teacher shall have the right to make a presentation to the Appeal Panel regarding his/her appeal. This meeting shall be held within fifteen (15) calendar day's receipt of the teacher's written appeal by the Appeal Panel. After completing his/her presentation, the teacher shall be excused from the meeting and the Panel shall meet privately to determine its recommendation. The recommendation of the Panel shall be submitted to the Superintendent of Schools for final review and approval within five (5) calendar days of the meeting with the teacher.

If the Panel fails to issue a final recommendation to the Superintendent within five (5) days, the Superintendent and the Association will select a mutually acceptable outside evaluator who is a trained evaluator and familiar with the selected rubric. The individual will be on a list of outside evaluators who were mutually agreed to by the Superintendent and the Association. This selection will be completed within ten (10) days of the appeal being received by the Superintendent. This outside evaluator will have the opportunity to review the APPR evidence on which the ineffective rating is based. The outside evaluator is expected to complete his/her review of the evidence and submit a report of his/her determination of the effectiveness of the teacher within 20 days of selection. The recommendation of the outside evaluator shall be submitted to the Superintendent of Schools for final review and approval within 20 days. The costs of the outside evaluator shall be shared equally by the district and Southern Cayuga Teacher's Association.
- (7) The teacher may have a union representative present at the appeal hearing.
- (8) The Superintendent shall issue a written decision on the merits of the appeal no later than ten (10) calendar days from the date the Appeal Panel or an outside evaluator submits the recommendation to the Superintendent. 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.

The teacher's failure to comply with the requirements of this procedure shall result in a waiver and/or denial of the appeal. All timeframes indicated in this appeal procedure will be concluded in a timely and expeditious fashion in accordance with Education Law 3012-c.

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.

Evaluators will be trained by the Cayuga-Onondaga BOCES Network Team in accordance with the requirements of Education Law 3012-c. This regional evaluator training program directly reflects the materials, resources, and training that is provided by the New York State Education Department. Throughout the course of the ongoing training program, learning opportunities will be aligned to all nine training components required for certification as outlined in the Commissioners Regulation 30-2.9.

The training program consists of two full days of initial training followed by a minimum of six half-day sessions throughout the first year. A minimum of three additional sessions will be offered each subsequent school year to maintain calibration and inter-rater reliability. Inter-rater reliability will be assessed through the training process as participants will be required to collect evidence, align the evidence to the rubric, and score sample teacher performance. Each evaluator will be required to maintain records verifying their participation in the training program. These records, along with a sampling of the evaluators work, will be used to certify and re-certify all evaluators. All evaluators will be certified by the Board of Education upon receipt of evidence of completion of training.

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 Tuesday, April 30, 2013

Updated Wednesday, February 26, 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-6
7-12

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 3rd 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.	Point are expected to be assigned by the state growth scores as they apply to all of our principals by the criteria given above
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	state growth score
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	state growth score
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	state growth score
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	state growth score

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: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	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 Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
k-6	(d) measures used by district for teacher evaluation	SCCS District Developed Reading Assessment in Grades 1-4, STAR Reading Enterprise Assessment in Grades 4-6, NYS English Language Arts Assessment in Grades 3-6, NYS Math Assessment in Grades 3-6.
7-12	(d) measures used by district for teacher evaluation	STAR Reading Enterprise Assessment in Grades 7-12, NYS English Language Arts Assessment in Grades 7-8, NYS Math Assessment in Grades 7-8, NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, NYS Global History & Geography Regents, NYS Living Environment Regents, NYS Earth Science Regents, NYS Comprehensive English Regents, NYS U.S. History & Government Regents.

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

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

<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>A single Locally Measured Score for all K-6 Principals will be determined based upon the total number of students demonstrating proficiency, one year's growth, or moderate growth on the following assessments divided by the total number of assessments completed by students:</p> <p>Step 1- Determine the total number of students meeting their individual growth targets, which are established by the district at the beginning of the school year and based on their performance on the SCCS District Developed Grade 1-4 Reading Assessments. The growth targets are based on students demonstrating one year's growth on the end-of-year administration of the SCCS District Developed Grade 1-4 Reading Assessments as compared to the September administration of the assessment.</p> <p>Step 2- Determine the total number of grade 4-6 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal</p>
--	---

for individual students will be established by the STAR Reading Enterprise program based on students' performance on a September administration of the assessment. Moderate growth for individual students will be determined upon students successfully meeting their growth goal as established by STAR Reading Enterprise.

Step 3- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 3-6 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- The total number of students demonstrating growth and proficiency as determined in Steps 1-4 will be divided by the total number of assessments completed by the total student population in steps 1-4. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 8.1.

A single Locally Measured Score for all 7-12 principals will be determined based upon the total number of students demonstrating proficiency or growth on the following assessments divided by the total number of assessments completed by students:

Step 1- Determine the total number of grade 7-8 students demonstrating moderate growth on the STAR Reading Enterprise Assessment. In September, a moderate growth goal for individual students will be established by the STAR Reading Enterprise program, which is based on a September administration of the assessment. The number of students meeting their moderate growth goal will be determined upon students successfully meeting their moderate growth goal as established by STAR Reading Enterprise.

Step 2- Determine the number of grade 9-12 students, demonstrating 7/10th year's growth on the STAR Reading Enterprise Assessment as defined by Renaissance Learning. Growth will be determined by comparing end-of-year student performance on the assessment to beginning of the year student performance.

Students who initially test 2 years or more above grade level on STAR Reading Enterprise Assessment who maintain at least 2 years above grade level on end-of-year assessments will be counted as demonstrating growth. Students who test at the 12th grade level, then who maintain at the 12th grade level on end-of-year administration of the STAR assessment will be counted as demonstrating growth. Students who test initially at the 11th grade level and then at the 12th grade level on the end-of-year STAR assessment will be counted as demonstrating growth.

Step 3- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS English Language Arts Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 4- Determine the total number of grade 7-8 students demonstrating proficiency on the NYS Math Assessment. The proficiency benchmark is a student receiving a performance score of 3 or 4 on this state assessment.

Step 5- Determine the total number of students demonstrating proficiency on the NYS Integrated Algebra 1 Regents

Assessment or the NYS Common Core Algebra Regents. Both versions of the Regent assessment will be offered to students in a Common Core course. The higher score will be utilized in the calculation and the proficiency benchmark is a score of 65 or higher.

Step 6- Determine the total number of students demonstrating proficiency on the NYS Global Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 7- Determine the total number of students demonstrating proficiency on the NYS Living Environment Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 8- Determine the total number of students demonstrating proficiency on the NYS Earth Science Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 9- Determine the total number of students demonstrating proficiency on the NYS English Language Arts Grade 11 Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 10- Determine the total number of students demonstrating proficiency on the NYS U.S. History & Government Regents Assessment. The proficiency benchmark is a score of 65 or higher.

Step 11- The total number of students demonstrating growth as determined in Steps 1 and 2 will be added to the total number of students demonstrating proficiency as determined in Steps 3-10. The total will then be divided by the total number of students completing STAR Reading Enterprise Assessment and the total number of students eligible to complete the assessments outlined in steps 3-10. The result will be reported as a percentage and will then be converted to a HEDI score using the conversion chart in section 8.1.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload in task 8.1

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

(No response)

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

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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	not applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	not applicable

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.

not applicable

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.

not applicable

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 Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

Page 1

9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric
---	--

Second rubric (if applicable)	(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
---	----

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Introduction

The remaining 60% (or 60 out of the total 100 point composite score) of the composite effectiveness score shall be based on observations of principals and school visits conducted by the Superintendent. As part of the observation and evaluation process, principals are permitted to submit artifacts pertaining to any element of the Marshall Rubric for consideration by the Superintendent. Any documentation provided should specifically indicate which standard and indicator that the principal feels it addresses.

Number of Observations for Tenured and Probationary Principals

Each principal shall have at least one (1) formal observation, which will include a pre- and post-conference, and one (1) unannounced observation per year. As a broad assessment of principal leadership and management actions must take place on a yearly basis, additional observations may take place and be assessed according to the Marshall Rubric.

Observation Process

The SCCS Observation and Structured Review process will ensure that all six (6) standards of the Marshall Rubric will be scored on an annual basis.

For announced 'formal' observations, a pre-observation conference will occur prior to the observation at which time the principal will present plans and other artifacts of evidence for Standards A and B (Diagnosis and Planning; Priority Management and Communication.)

During any observation (announced or unannounced) Standards C and D (Curriculum and Data; Supervision, Evaluation and Professional Development) will be assessed.

Following an observation (announced or unannounced) a post-observation conference will occur at which time Standards E and F (Discipline and Family Involvement; Management and External Relations) will be discussed. The principal and Superintendent will discuss evidence from and artifacts from the observation. The principal and Superintendent will discuss ratings and next steps for professional growth.

During each observation, all observed indicators will be scored. Indicators not observed during the observation process will not be scored. The Superintendent shall provide an observation report to the principal for each observation, which will include evidence and a 1-4 rubric score for each observed indicator using the Marshall Rubric. The evaluator shall provide the principal with a copy of the completed observation form within ten (10) school days of the observation.

In the next step of the process, a final summative score for Other Measures of Effectiveness will be determined.

Summative Score for Other Measures of Effectiveness for Tenured and Probationary Principals

As outlined in the previous section, an averaged final rubric score (1-4) will be provided for each observed indicator. In addition, between April 1 and the end of the school year, the principal and the Superintendent shall meet to conduct a Year-End Summary (YES) Conference. The principal may, at this time, present evidence for any of the six standards to the Superintendent, so long as the principal specifically identifies the standard and indicator that the evidence pertains to.

The final summative score for Other Measures of Effectiveness will be determined by adding together the rubric scores (1-4) for each indicator observed during an observation and for each indicator scored during the YES conference and then dividing that total by the total number of observed indicators completed during the year. If two or more scores exist for the same indicator, those scores will first be averaged to determine an averaged (1-4) rubric score for an individual indicator. The final summative score will be an average of all observed indicators. The resulting average rubric score will be converted using the uploaded 60 point conversion chart in section 9.7.

Each principal's score and rating on the Locally Selected Measures subcomponent (if available) and on the Other Measures of Effectiveness subcomponent (60 points) must be computed and provided to the principal or principal in writing no later than the last day of the school year.

The final summative evaluation must be completed and provided to 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 principal's performance is being measured.

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

assets/survey-uploads/12205/1049795-pMADJ4gk6R/Hedi other measures 60pts Rev March31~14.docx

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

Highly Effective: Overall performance and results exceed standards.	Based on the District's goals and priorities, the principal's overall performance and results exceeds the level of performance expected as assessed by the Marshall Rubric.
Effective: Overall performance and results meet standards.	Based on the District's goals and priorities, the principal's overall performance and results meets the level of performance expected as assessed by the Marshall Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Based on the District's goals and priorities, the principal's overall performance and results needs improvement the level of performance expected as assessed by the Marshall Rubric.
Ineffective: Overall performance and results do not meet standards.	Based on the District's goals and priorities, the principal's overall performance and results does not meet the level of performance expected as assessed by the Marshall Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	58-60
Effective	50-57
Developing	30-49
Ineffective	0-29

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, March 31, 2014

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	58-60
Effective	50-57
Developing	30-49
Ineffective	0-29

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Wednesday, May 07, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/1049797-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN Rev April 2014_1.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:

9.1 To the extent a principal wishes to challenge his/her performance review and/or improvement plan (PIP) under the new APPR system; the District has developed an appeals procedure. A principal who receives an effectiveness composite score rating of "ineffective" may appeal his/her performance review. Ratings of "highly effective" or "effective" or "developing" cannot be appealed.

9.2 This appeals procedure does not diminish the authority of the School Board to terminate probationary principals during their

probationary period. Appeal procedures shall not cause a principal to acquire tenure when an evaluation appeal is pending. Education law 3012-c and 30-2.11 of the Rules of the Board of Regents each provide that nothing therein shall be construed to alter or diminish the authority of the governing body of a school district of BOCES to grant or deny tenure to or terminate probationary teachers or principals during the pendency of an appeal for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.

9.3 In accordance with the law, for purposes of disciplinary proceedings under Education Law 3020-a, a "pattern" of ineffective teaching or performance shall be defined as two consecutive annual ineffective ratings received by a principal through the APPR process.

9.4 In order to implement the requirements of N.Y. Education Law 3012-c, the District and the Association hereby agree as follows:

A. Where and to the extent applicable, the Annual Professional Performance Review of classroom principals shall be a significant factor for employment decisions and principal development, and will be subject to any procedures, which may in the future be negotiated by the District and the Association.

B. A unit member holding the position of classroom principal may appeal only the substance of the Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such review, and the District's compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Principal Improvement Plan.

9.5 Only tenured principals may file an appeal. Non-tenured principals will have the right to add a response to the annual evaluation, which will be kept in his/her personnel file with the annual evaluation. Only "ineffective" or ratings may be appealed. A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

9.6 The principal bringing an appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing that there is no substantial evidence upon which to base the District's conclusion.

9.7 Such appeal must be submitted in writing to the Superintendent. The writing must explain in detail the specific basis for the appeal, and provide any documents in support of the appeal. The appeal must be submitted within ten (10) calendar days of the principal's receipt of the final Annual Professional Performance Review or Principal Improvement Plan, or other act under this section, which is the subject of the appeal, or it is deemed waived. Within fifteen (15) calendar days, the Superintendent may provide the principal with a written response. In the event the Superintendent did not conduct the evaluation being appealed, the Superintendent's decision shall be final, binding, and unreviewable.

9.8 In the event the Superintendent conducted the evaluation being appealed, the Superintendent and SCAA President shall mutually agree on a hearing officer who has been trained in the selected rubric. The hearing officer shall be provided with a copy of the written appeal and any written response from the Superintendent within twenty (20) days of the issuance of the Superintendent's written response as described in section 9.7. The hearing officer shall render a decision based on the written submissions, this APPR Plan and memorandum of agreement, and Education Law §3012-c and any implementing regulations. The hearing officer shall issue a written decision within thirty (30) days after receiving such written appeal. The hearing officer's decision shall be final, binding, and unreviewable.

9.9 The costs of the hearing officer shall be shared equally by the parties.

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.

Principal evaluators will be trained by the Cayuga-Onondaga BOCES Network Team in accordance with the requirements of Education Law 3012-c. This regional principal evaluator training program directly reflects the materials, resources, and training that is provided by the New York State Education Department. Throughout the course of the ongoing training program, learning opportunities will be aligned to all nine training components required for certification as outlined in the Commissioners Regulation 30-2.9.

The training program consists of six half-days of initial training followed by a minimum of three half-day sessions throughout the first year. A minimum of three additional sessions will be offered each subsequent school year to maintain calibration and inter-rater reliability. Inter-rater reliability will be assessed through the training process as participants will be required to collect evidence, align

the evidence to the rubric, and score sample principal performance. Each evaluator will be required to maintain records verifying their participation in the training program. These records, along with a sampling of the evaluators work, will be used to certify and re-certify all evaluators. Evaluators will be certified by the Board of Education upon receipt of evidence of training.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

- | | |
|--|---------|
| 11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured. | Checked |
| 11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured. | Checked |

11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, May 08, 2014

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/12158/1049798-3Uqgn5g9Iu/sign page May 2014.pdf](#)

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.
Please save your file types as .doc, .ppt or .xls respectively before uploading.

HEDI- Teachers SLO

Highly Effective	86% - 100% of students meet SLO target	18-20 points
Effective	76% - 85% of students meet SLO target	9-17 points
Developing	66% - 75% of students meet SLO target	3-8 points
Ineffective	Less than 66% of students meet SLO target	0-2 points

% of Students Meeting SLO Target	Points For Growth Measure
96-100	20
90-95	19
86-89	18
85	17
84	16
83	15
82	14
81	13
79-80	12
78	11
77	10
76	9
75	8
74	7
72-73	6
70-71	5
68-69	4
66-67	3
60-65	2
50-59	1
Less than 50	0

Local Measures Scale for K-6 Assessments

Percentage of students demonstrating growth or proficiency on K-6 Assessments (greater than or equal to)	Points for the local measure	Points for Value-Added Growth Model
62%-100%	20	15
61%	19	14
60%	18	14
59%	17	14
58%	16	13
57%	15	13
56%	14	13
55%	13	12
54%	12	12
53%	11	11
52%	10	10
51%	9	9
50%	8	8
49%	7	7
48%	6	6
47%	5	5
46%	4	4
45%	3	3
44%	2	2
43%	1	1
0-42%	0	0

Local Measures Scale for 7-12 Assessments

Percentage of students demonstrating adequate growth or proficiency on 7-12 Assessments (greater than or equal to)	Points for the local measure	Points for Value-Added Growth Model
72%-100%	20	15
71%	19	14
70%	18	14
69%	17	14
68%	16	14
67%	15	13
66%	14	13
65%	13	13
64%	12	12
63%	11	11
62%	10	10
61%	9	9
60%	8	8
59%	7	7
58%	6	6
57%	5	5
56%	4	4
55%	3	3
54%	2	2
53%	1	1
0-52%	0	0

Local Measures Scale for K-6 Assessments

Percentage of students demonstrating growth or proficiency on K-6 Assessments (greater than or equal to)	Points for the local measure	Points for Value-Added Growth Model
62%-100%	20	15
61%	19	14
60%	18	14
59%	17	14
58%	16	13
57%	15	13
56%	14	13
55%	13	12
54%	12	12
53%	11	11
52%	10	10
51%	9	9
50%	8	8
49%	7	7
48%	6	6
47%	5	5
46%	4	4
45%	3	3
44%	2	2
43%	1	1
0-42%	0	0

Local Measures Scale for 7-12 Assessments

Percentage of students demonstrating adequate growth or proficiency on 7-12 Assessments (greater than or equal to)	Points for the local measure	Points for Value-Added Growth Model
72%-100%	20	15
71%	19	14
70%	18	14
69%	17	14
68%	16	14
67%	15	13
66%	14	13
65%	13	13
64%	12	12
63%	11	11
62%	10	10
61%	9	9
60%	8	8
59%	7	7
58%	6	6
57%	5	5
56%	4	4
55%	3	3
54%	2	2
53%	1	1
0-52%	0	0

Form 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.

Fill in the group of teachers covered: **Tenured Teachers**

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

Average Rubric Score (Greater than or equal to)	Points Earned
1.0 Ineffective	0
1.05 Ineffective	2
1.1 Ineffective	4
1.15 Ineffective	6
1.2 Ineffective	8
1.25 Ineffective	10
1.3 Ineffective	12
1.35 Ineffective	14
1.4 Ineffective	16
1.45 Ineffective	18
1.5 Ineffective	20
1.55 Ineffective	21
1.6 Ineffective	22
1.65 Ineffective	23
1.7 Ineffective	24
1.75 Ineffective	25
1.8 Ineffective	26
1.85 Ineffective	27
1.9 Ineffective	28
1.95 Ineffective	29
2.0 Developing	30
2.05 Developing	31
2.1 Developing	32
2.15 Developing	33
2.2 Developing	34
2.25 Developing	35
2.3 Developing	36
2.35 Developing	37
2.4 Developing	38
2.45 Developing	39
2.5 Developing	40
2.55 Developing	41
2.6 Developing	42
2.65 Developing	43
2.7 Developing	44
2.75 Developing	45
2.8 Developing	46
2.85 Developing	47
2.9 Developing	48
2.95 Developing	49
3.0 Effective	50
3.1 Effective	51
3.2 Effective	52
3.3 Effective	53
3.4 Effective	54
3.5 Effective	55
3.6 Effective	56
3.7 Effective	57
3.8 Highly Effective	58
3.9 Highly Effective	59
4.0 Highly Effective	60

Appendix 1

ANNUAL PROFESSIONAL PERFORMANCE REVIEW TEACHER IMPROVEMENT PLAN (TIP)

The District's **Annual Professional Performance Review process (APPR)** is designed to recognize, support, and improve the teaching-learning process. The majority of teachers (as defined in the SCTA contract) will be well served by the APPR process and will find it to be a valuable experience for professional growth. There may be a small number of individuals, however, who need additional support. That support will come through a mutually developed plan related to the Annual Professional Performance Review process.

The **TIP ~ Teacher Improvement Plan ~** is designed to recognize, support, and improve the teaching-learning process. The TIP also is designed to help teachers address areas in need of improvement based on one or more of the eight New York State Criteria for Evaluation. The eight criteria are: (1) content knowledge; (2) preparation; (3) instructional delivery; (4) classroom management; (5) student development; (6) student assessment; (7) collaboration; and (8) reflective and responsive practice.

THE PURPOSES OF THE TIP

- To demonstrate the commitment of the district to the professional growth and development of all teachers;
- To improve the performance of teachers who are identified by the administration as needing improvement in any of the eight criteria for evaluation;
- To implement a process that is a good faith effort to provide a supportive and structured plan for improvement within a certain timeframe.

THE TIP PROCEDURES

The TIP procedures are guidelines for the administrator and teacher involved in the TIP process. A support team will be established for any teacher who is identified as 'ineffective' or 'developing' in his/her performance according to the APPR. The support team will be comprised of the teacher who has been identified, a building or district-level administrator, a support teacher, and a department coordinator if appropriate.

The support teacher will be selected by the teacher for whom the TIP is being written. The support teacher may be a selected representative, such as the Instructional Leader, veteran teacher, mentor, or an SCTA representative.

The administrator who identifies the teacher as unsatisfactory must be part of the Teacher Improvement Plan Support Team. The Teacher Improvement Plan Support Team will develop a plan that identifies areas of unsatisfactory performance and strategies to improve the teacher's performance. At the secondary level, the team will include the department coordinator.

THE TIP PLAN

The teacher and the administrator will draft and complete a TIP document using the district's model to guide the development of the TIP language. The TIP document will be signed by the teacher, the administrator, and an SCTA representative. Every effort will be made to ensure confidentiality.

The TIP will be developed by the Teacher Improvement Plan Support Team.

The TIP will identify areas of concern.

The TIP will establish goals for the teacher.

The TIP will identify strategies and action steps to improve the teacher's performance.

The TIP will identify a timeline, assessment criteria, monitoring steps, and evaluation.

The Teacher Improvement Plan Support Team will review the progress made by the teacher on a monthly basis and determine whether the plan should be modified, continued, or terminated. This determination will be given to the teacher in writing and placed in his/her personnel file.

Local Measures Scale for K-6 Assessments

Percentage of students demonstrating growth or proficiency on K-6 Assessments (greater than or equal to)	Points for the local measure	Points for Value-Added Growth Model
62%-100%	20	15
61%	19	14
60%	18	14
59%	17	14
58%	16	13
57%	15	13
56%	14	13
55%	13	12
54%	12	12
53%	11	11
52%	10	10
51%	9	9
50%	8	8
49%	7	7
48%	6	6
47%	5	5
46%	4	4
45%	3	3
44%	2	2
43%	1	1
0-42%	0	0

Local Measures Scale for 7-12 Assessments

Percentage of students demonstrating adequate growth or proficiency on 7-12 Assessments (greater than or equal to)	Points for the local measure	Points for Value-Added Growth Model
72%-100%	20	15
71%	19	14
70%	18	14
69%	17	14
68%	16	14
67%	15	13
66%	14	13
65%	13	13
64%	12	12
63%	11	11
62%	10	10
61%	9	9
60%	8	8
59%	7	7
58%	6	6
57%	5	5
56%	4	4
55%	3	3
54%	2	2
53%	1	1
0-52%	0	0

Average Rubric Score (Greater than or equal to)	Points Earned
1.0 Ineffective	0
1.05 Ineffective	2
1.1 Ineffective	4
1.15 Ineffective	6
1.2 Ineffective	8
1.25 Ineffective	10
1.3 Ineffective	12
1.35 Ineffective	14
1.4 Ineffective	16
1.45 Ineffective	18
1.5 Ineffective	20
1.55 Ineffective	21
1.6 Ineffective	22
1.65 Ineffective	23
1.7 Ineffective	24
1.75 Ineffective	25
1.8 Ineffective	26
1.85 Ineffective	27
1.9 Ineffective	28
1.95 Ineffective	29
2.0 Developing	30
2.05 Developing	31
2.1 Developing	32
2.15 Developing	33
2.2 Developing	34
2.25 Developing	35
2.3 Developing	36
2.35 Developing	37
2.4 Developing	38
2.45 Developing	39
2.5 Developing	40
2.55 Developing	41
2.6 Developing	42
2.65 Developing	43
2.7 Developing	44
2.75 Developing	45
2.8 Developing	46
2.85 Developing	47
2.9 Developing	48
2.95 Developing	49
3.0 Effective	50
3.1 Effective	51
3.2 Effective	52
3.3 Effective	53
3.4 Effective	54
3.5 Effective	55
3.6 Effective	56
3.7 Effective	57
3.8 Highly Effective	58
3.9 Highly Effective	59
4.0 Highly Effective	60

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PRINCIPAL IMPROVEMENT PLAN (PIP)

The District's **Annual Professional Performance Review process (APPR)** is designed to recognize, support, and improve the teaching-learning process. The majority of principals (as defined in the SCAA contract) will be well served by the APPR process and will find it to be a valuable experience for professional growth. There may be a small number of individuals, however, who need additional support. That support will come through a mutually developed plan related to the Annual Professional Performance Review process.

The **PIP ~ Principal Improvement Plan** ~ is designed to recognize, support, and improve the teaching-learning process. The PIP also is designed to help principals address areas in need of improvement based on one or more of the ISLLC Standards. The criteria are: (1) Vision, Mission, and Goals; (2) Teaching and Learning; (3) Managing Organizational Systems and Safety; (4) Collaborating Families and Stakeholders; (5) Ethics and Integrity; (6) The Education System.

THE PURPOSES OF THE PIP

- To demonstrate the commitment of the district to the professional growth and development of all principals;
- To improve the performance of principals who are identified by the Superintendent as needing improvement in any of the six criteria for evaluation;
- To implement a process that is a good faith effort to provide a supportive and structured plan for improvement within a certain timeframe.

THE PIP PROCEDURES

The PIP procedures are guidelines for the administrator and principal involved in the PIP process. A support team will be established for any principal who is identified as 'ineffective' or 'developing' in his/her performance according to the APPR. The support team will be comprised of the principal who has been identified, a district-level administrator, and another member of the Southern Cayuga Administrators Association.

The administrator who identifies the principal as unsatisfactory must be part of the Principal Improvement Plan Support Team. The Principal Improvement Plan Support Team will develop a plan that identifies areas of unsatisfactory performance and strategies to improve the principal's performance.

THE PIP PLAN

The district administrator and the identified principal will draft and complete a PIP document using the district's model to guide the development of the PIP language. The PIP document will be signed by the principal and the district administrator. Every effort will be made to ensure confidentiality.

The PIP will be developed by the Principal Improvement Plan Support Team.

The PIP will identify areas of concern.

The PIP will establish goals for the principal.

The PIP will identify strategies and action steps to improve the principal's performance.

The PIP will identify a timeline, assessment criteria, monitoring steps, and evaluation.

The Principal Improvement Plan Support Team will review the progress made by the principal on a monthly basis and determine whether the plan should be modified, continued, or terminated. This determination will be given to the principal in writing and placed in his/her personnel file.

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

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

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

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

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

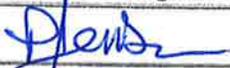
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

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

Signatures, dates

Superintendent Signature: Date: 5/8/2014



Teachers Union President Signature: Date:

Rebecca Davis 5/8/14 Laurie Waldron 5/8/14

Administrative Union President Signature: Date:

John A. Carr 5/8/14

Board of Education President Signature: Date:

Kerry Van Duvall 5/8/14