



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

Commissioner of Education
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December 13, 2012

Daniel A. George, Superintendent
Southwestern Central School District
600 Hunt Road, W.E.
Jamestown, NY 14701

Dear Superintendent George:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: David P. O'Rourke

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, August 14, 2012

Updated Wednesday, December 12, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

060201060000

1.2) School District Name:

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

SOUTHWESTERN CSD AT JAMESTOWN

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, August 16, 2012
Updated Monday, December 10, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	With K-2 teachers for whom the school-wide results based on state assessments (group metric) is used, group growth targets will be set by the building principal in collaboration with teachers after baseline data has been analyzed. Baseline data will be derived from using data points (performance results from the past 3 years of the NYSED Grades 3-5 ELA assessments). Points will be awarded based upon the percentage of students meeting or exceeding the target. For 3rd grade ELA teachers, tiered/group growth targets will be set by the teachers and approved by the principal using baseline data obtained by the 3rd grade ELA pre-assessment test (a previous 3rd Grade NYSED ELA assessment). Points shall be awarded based upon the percentage of students meeting or exceeding the target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Please see the uploaded charts
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Please see the uploaded charts
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Please see the uploaded charts
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Please see the uploaded charts

2.3) Grades K-3 Math

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	With K-2 teachers for whom the school-wide results based on state assessments (group metric) is used, group growth targets will be set by the building principal in collaboration with teachers after baseline data has been analyzed. Baseline data will be derived from using data
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points (performance results from the past 3 years of the NYSED Grades 3-5 Math assessments). Points will be awarded based upon the percentage of students meeting or exceeding the target. For 3rd grade Math teachers, tiered/group growth targets will be set by the teachers and approved by the principal using baseline data obtained by the 3rd grade math pre-assessment test (a previous 3rd Grade NYSED Math assessment). Points shall be awarded based upon the percentage of students meeting or exceeding the target.

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

Please see the uploaded charts

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

Please see the uploaded charts

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

Please see the uploaded charts

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

Please see the uploaded charts

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	JMT-Regionally developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	JMT-Regionally developed 7th grade Science Assessment
8	State assessment	8th Grade State Science Assessment

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

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

For 6-8 grade science teachers, tiered/group growth targets will be set by the teachers and approved by the principal using baseline data obtained by the science pre-assessment tests. Points shall be awarded based upon the percentage of students meeting or exceeding the target.

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

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

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

65%-84% of students meeting their target will result in an effective score;

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26%-64% of students meeting their target will result in a developing score;
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0%-25% of students meeting their target will result in an ineffective score

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	JMT-Regionally developed 6th grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	JMT-Regionally developed 7th grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	JMT-Regionally developed 8th grade Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For 6-8 grade social studies teachers, tiered/group growth targets will be set by the teachers and approved by the principal using baseline data obtained by the social studies pre-assessment tests. Points shall be awarded based upon the percentage of students meeting or exceeding the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85%-100% of students meeting their target will result in a highly effective score;
Effective (9 - 17 points) Results meet District goals for similar students.	65%-84% of students meeting their target will result in an effective score;
Developing (3 - 8 points) Results are below District goals for similar students.	26%-64% of students meeting their target will result in a developing score;
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0%-25% of students meeting their target will result in an ineffective score

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Global History Geography Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For all High School social studies teachers, a whole group growth target will be established by the teacher and approved by the principal. Baseline data specific to each teacher's students will be analyzed to set the target. Points will be awarded based upon the percentage of students meeting/exceeding the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see the uploaded chart
Effective (9 - 17 points) Results meet District goals for similar students.	Please see the uploaded chart
Developing (3 - 8 points) Results are below District goals for similar students.	Please see the uploaded chart
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see the uploaded chart

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For all High School science teachers, a whole group growth target will be established by the teacher and approved by the principal. Baseline data specific to each teacher's students will be analyzed to set the target. Points will be awarded based upon the percentage of students meeting/exceeding the target.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see the uploaded charts
Effective (9 - 17 points) Results meet District goals for similar students.	Please see the uploaded charts
Developing (3 - 8 points) Results are below District goals for similar students.	Please see the uploaded charts
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see the uploaded charts

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For all High School math teachers, a whole group growth target will be established by the teacher and approved by the principal. Baseline data specific to each teacher's students will be analyzed to set the target. Points will be awarded based upon the percentage of students meeting/exceeding the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see the uploaded charts
Effective (9 - 17 points) Results meet District goals for similar students.	Please see the uploaded charts
Developing (3 - 8 points) Results are below District goals for similar students.	Please see the uploaded charts
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see the uploaded charts

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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	With all other teachers in K-5, 6-8, and 9-12 buildings for whom the school-wide (group metric) is used, a whole group growth target will be established by the teacher and approved by the building principals. Baseline data will be analyzed to set the target. Points will be awarded based upon the percentage of students meeting/exceeding the target.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Please see uploaded charts
Effective (9 - 17 points) Results meet District goals for similar students.	Please see uploaded charts
Developing (3 - 8 points) Results are below District goals for similar students.	Please see uploaded charts
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Please see uploaded charts

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/164058-TXEttx9bQW/Revised NEW RR SLO HEDI Charts Upload 2-11.docx

2.12) Locally Developed Controls

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

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

No controls will be used in setting targets for comparable growth measures.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Thursday, August 16, 2012

Updated Wednesday, December 12, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	4) State-approved 3rd party assessments	AIMSWEB
7	4) State-approved 3rd party assessments	AIMSWEB
8	4) State-approved 3rd party assessments	AIMSWEB

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.	All teachers at the Southwestern Central School District who are covered by 3012-c will use the same process for assigning HEDI points. Please see attachment 3-13.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	5) District, regional, or BOCES–developed assessments	Southwestern CSD-Developed 6th grade Math Assessment
7	5) District, regional, or BOCES–developed assessments	Southwestern CSD-Developed 7th grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	Southwestern CSD-Developed 8th grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	All teachers at the Southwestern Central School District who are covered by 3012-c will use the same process for assigning HEDI points. Please see attachment 3-13.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.

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.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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	All teachers at the Southwestern Central School District who are covered by 3012-c will use the same process for assigning HEDI points. Please see attachment 3-13.
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graphic at 3.13, below.	
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB
1	4) State-approved 3rd party assessments	AIMSWEB
2	5) District, regional, or BOCES–developed assessments	Southwestern CSD-Developed 2nd grade Math Assessment
3	4) State-approved 3rd party assessments	AIMSWEB

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.	All teachers at the Southwestern Central School District who are covered by 3012-c will use the same process for assigning HEDI points. Please see attachment 3-13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Please see attachment 3-13.

for grade/subject.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Southwestern CSD-Developed 6th grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Southwestern CSD-Developed 7th grade Science Assessment
8	5) District, regional, or BOCES–developed assessments	Southwestern CSD-Developed 8th grade Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers at the Southwestern Central School District who are covered by 3012-c will use the same process for assigning HEDI points. Please see attachment 3-13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Southwestern CSD-Developed 6th grade Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Southwestern CSD-Developed 7th grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Southwestern CSD-Developed 8th grade Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers at the Southwestern Central School District who are covered by 3012-c will use the same process for assigning HEDI points. Please see attachment 3-13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Southwestern CSD-Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global 2 Regents Assessment
American History	3) Teacher specific achievement or growth score computed locally	US History Government Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers at the Southwestern Central School District who are covered by 3012-c will use the same process for assigning HEDI points. Please see attachment 3-13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents Assessment
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents Assessment
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents Assessment
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers at the Southwestern Central School District who are covered by 3012-c will use the same process for assigning HEDI points. Please see attachment 3-13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or	Please see attachment 3-13.

achievement for grade/subject.	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Algebra 1 Regents Assessment
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents Assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers at the Southwestern Central School District who are covered by 3012-c will use the same process for assigning HEDI points. Please see attachment 3-13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Please see attachment 3-13.

for grade/subject.

3.11) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers at the Southwestern Central School District who are covered by 3012-c will use the same process for assigning HEDI points. Please see attachment 3-13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art K-12	5) District/regional/BOCES–developed	Southwestern CSD-Developed Grade Specific Art Assessment
General Music K-12	5) District/regional/BOCES–developed	Southwestern CSD-Developed Grade Specific General Music Assessment
Vocal Music 6-12	5) District/regional/BOCES–developed	Southwestern CSD-Developed Grade Specific Vocal Music Assessment
Instrumental Music 5-12	5) District/regional/BOCES–developed	Southwestern CSD-Developed Grade Specific Instrumental Music Assessment
Physical Education K-12	5) District/regional/BOCES–developed	Southwestern CSD-Developed Grade Specific Physical Education Assessment
LOTE Grade 8, Spanish 3, French 3	5) District/regional/BOCES–developed	Erie 2 BOCES Regionally-Developed Grade Specific LOTE Assessment
Business	5) District/regional/BOCES–developed	Southwestern CSD-Developed Grade Specific Business Assessment
Technology	5) District/regional/BOCES–developed	Southwestern CSD-Developed Grade Specific Technology Assessment
FACS	5) District/regional/BOCES–developed	Southwestern CSD-Developed Grade Specific FACS Assessment
Health	5) District/regional/BOCES–developed	Southwestern CSD-Developed Grade Specific Health Assessment
Reading K-8	4) State-approved 3rd party	AIMSWEB
Special Education K-5	4) State-approved 3rd party	AIMSWEB
AIS Math K-5	4) State-approved 3rd party	AIMSWEB
1:12:1 MS	4) State-approved 3rd party	AIMSWEB
1:8:1 MS	4) State-approved 3rd party	AIMSWEB
ESL	3) Teacher specific achievement/growth score computed locally	NYSESLAT
All other teachers not mentioned above	5) District/regional/BOCES–developed	Southwestern CSD-Developed Grade and Subject Specific Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers at the Southwestern Central School District who are covered by 3012-c will use the same process for assigning HEDI points. Please see attachment 3-13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or	Please see attachment 3-13.

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see attachment 3-13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/164061-y92vNseFa4/Newest 3-13 Upload.docx

3.14) Locally Developed Controls

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

No controls will be used in setting targets for local measures.

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.

It is understood that a teacher may choose a second assessment for the locally selected measure. If two assessments are chosen, the teacher's final score shall be based on an average of the two measurement scores. Any averaging of the measurement score will be weighted proportionately to the class size.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, August 16, 2012

Updated Wednesday, December 05, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

A teacher's overall Measure of Teacher Effectiveness score shall be calculated using evidence gathered from the following components:

1. 31 out of the 60 points- Classroom observation (consisting of multiple observations with at least one unannounced observation).
2. 29 out of the 60 points- Structured review of lesson plans, student portfolios and/or other teacher artifacts.

Teachers will be evaluated using all Domains of the Danielson's Framework for Teaching (2011 Revised Edition). Each sub-component within each of the 4 domains shall be rated on a scale between 1 and 4.

After all the Domain sub-components have been assigned a rating value between 1 and 4, the evaluator shall average the

sub-component scores within each Domain. This shall result in four Domain scores, each of which will be a value between 1 and 4. The four Domain scores shall be averaged resulting in a single effectiveness subcomponent HEDI score between 1 and 4. This score will then be converted to a 60 point score. Please see the uploaded chart for the process of assigning the measure of teacher effectiveness HEDI score.

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

assets/survey-uploads/5091/164063-eka9yMJ855/New RR 4-5 60% Charts_1.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.	Overall average rubric score of 3.3-4 59-60 point conversion.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall average rubric score of 2.5-3.2 57-58 point conversion.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall average rubric score of 1.5-2.4 50-56 point conversion.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall average rubric score of 1-1.4 0-49 point conversion.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	1
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, August 16, 2012

Updated Wednesday, October 24, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, August 16, 2012
Updated Monday, December 03, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/164064-Df0w3Xx5v6/SW TIP Form.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:

6.3 Procedure for ensuring that appeals of APPRS will be handled in a timely and expeditious way:

Time Frame for Filing Appeal

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. However, the timelines set forth in the appeal process may be extended upon mutual agreement by both parties. Any

extension will remain timely and expeditious in accordance with Education Law §3012c.

All appeals of an annual professional performance review must be submitted in writing, using the Appeals form found in Appendix L to the Superintendent no later than 10 school days after receipt by the teacher of a copy of the APPR composite effectiveness score. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed within 10 school days of the issuance of such plan.

When filing an appeal, the teacher must submit a detailed written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted by the teacher at the time the appeal is filed shall not be considered. The Association president will be notified by the district when an appeal is filed.

Time Frame for District Response

Within 10 school days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan (TIP) will meet with the teacher who filed the appeal to attempt to resolve the appeal. Should such resolution be attained, the appeal shall be considered resolved.

If the meeting between the teacher and the aforementioned evaluator fails to result in a resolution, the evaluator must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted by the evaluator at the time of the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response to be filed in the teacher's personnel file by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

Final Decision-Maker on Appeal

A final decision shall be rendered by the superintendent of schools, or that individual's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the Board of Education shall appoint another person to decide the appeal.

Decision

A written decision on the merits of the appeal shall be rendered no later than 35 school days from the date upon which the teacher filed his/her appeal. However, the number of school days may be extended upon mutual agreement by both parties. In no case will the written decision on the merits of the appeal be rendered more than 45 school days from the date upon which the teacher filed his/her appeal. In any event, any extension will remain timely and expeditious in accordance with Education Law §3012c.

The appeal shall be based on the written record, comprised of the teacher's appeal papers and any documentary evidence which accompanied the appeal, as well as the school district response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final and binding. The Superintendent's determination is not subject to any further appeal pursuant to the grievance procedure. However, failure to abide by the agreed upon Appeal process is subject to the grievance procedure.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If an appeal is sustained, the Superintendent may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

6-4 Process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators:

Southwestern Central School District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete individual performance reviews.

- Training will for all lead evaluators/evaluators will be five (5) days in length.
 - Additionally, all lead evaluators/evaluators will be required to attend trainings conducted during monthly administrative meetings, study group meetings, and summer meetings.
 - Training will be provided by the Erie 2 BOCES Network Team who is authorized to train on an evaluation rubrics approved by NYSED and by the Coordinator of Curriculum and Instruction
 - The district will use Network Team days devoted to APPR for the training of evaluators.
 - Lead evaluators/evaluators will be re-certified on an annual basis
 - All evaluators will be required to attend all regularly scheduled trainings and inter-rater reliability sessions.
- The Southwestern Central School District Superintendent will certify evaluators and maintain records of certification of evaluators. Training will include the following requirements for Lead Evaluators/Evaluators:
- The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
 - Evidence based observation techniques that are grounded in research
 - * Application and use of a student growth percentile model and the value added growth model as defined in section 30-2.2 of this Subpart
 - Application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
 - Application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured review of portfolio reviews; student, parent, teacher and /or community surveys; professional growth goals and school improvement goals, etc.
 - Application and use of State-approved locally selected measures of student achievement used by the school district to evaluate its teachers or principals
 - Use of Statewide Instructional Reporting System
 - The scoring methodology utilized by the Department and/or the district 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
 - Specific considerations in evaluating teachers and principals of English language learners and students with disabilities
- The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators. The district is awaiting information from NYSED or the Erie 2 BOCES Network Team regarding True North Logic which will allow our administrators to continue working towards inter-rater agreement and reliability within our teacher evaluation system. We will participate fully in this program.

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 Thursday, August 16, 2012
Updated Wednesday, October 24, 2012

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future,

any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, August 16, 2012

Updated Wednesday, December 12, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
P-5	(a) achievement on State assessments	Grades 4-5 NYSED Math Assessments
P-5	(d) measures used by district for teacher evaluation	AIMSWEB
6-8	(a) achievement on State assessments	Grades 6-8 NYSED Math Assessments
6-8	(d) measures used by district for teacher evaluation	AIMSWEB
9-12	(g) % achieving specific level on Regents or alternatives	NYSED Global History, US History, Living Environment, Integrated Algebra, Comprehensive English Regents Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	All principals at the Southwestern Central School District who are covered by 3012-c will use the following process for assigning HEDI points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment

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

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

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

(No response)

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

assets/survey-uploads/5366/164066-qBFVOWF7fC/Newest RR Principal Local.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No locally developed controls are being used.

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.

It is understood that a principal may choose more than one assessment for the locally selected measure. If more than one assessment is chosen, multiple local assessments will be weighted proportionately based on the number of students included in local assessments. This will provide one overall subcomponent score and HEDI category.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, August 16, 2012

Updated Wednesday, December 05, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

4. Southwestern Central School District Measures of Principal's Leadership and Management (60%)

The district shall utilize the LCI Multidimensional Principal Performance Rubric (MPPR) for principal evaluation as the basis for all 60 "Other" points allocated to measures of leadership and management. This shall be according to the attached instrument. The superintendent's assessment shall be based on at least 3 visits of 30 minutes or more to the school, while in session. Two will be as agreed to between the superintendent and principal, one will be unannounced. Visits are to be completed no later than May 30.

In addition to the multiple school visits, evidence from school documents related to the components of the rubric in the form of a portfolio will be used to evaluate a principal's measure of leadership and management. The principal's portfolio must be constructed using the six (6) domains contained within the Multidimensional Principal Performance Rubric which align to the six (6) ISLLC Educational Leadership Policy Standards (2008). This portfolio shall be provided to the superintendent by June 15.

During the year-end annual professional performance review conference, the principal and superintendent will review documents/data pertaining to the past school year. The principal and superintendent will discuss how the artifacts chosen by the principal are representative of professional growth, understanding, and skill development in each of the domains of the MPPR.

The final component of the building principal's portfolio will be a self-evaluation using the Multidimensional Principal Performance Rubric (MPPR). This self-evaluation will be incorporated throughout the discussion between the building principal and the superintendent at the year-end conference.

Using the multiple visits, review of documents/data, and the self-reflection, every sub-component in each of the six (6) Domains within the Multi-Dimensional Principal Performance Rubric (MPPR) shall be rated on a scale between 1 and 4. After all the Domain sub-components have been assigned a rating value between 1 and 4, the evaluator shall average the sub-component scores within each Domain. This shall result in six (6) Domain scores, each of which will be a value between 1 and 4. The six (6) Domain scores shall be averaged resulting in a single effectiveness subcomponent HEDI score between 1 and 4. This score will then be converted to a 60 point score using the chart below.

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

[assets/survey-uploads/5143/164067-pMADJ4gk6R/New RR 9-7 60% Chart Principal.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.	Overall average rubric score of 3.3-4 59-60 point conversion.
Effective: Overall performance and results meet standards.	Overall average rubric score of 2.5-3.2 57-58 point conversion.
Developing: Overall performance and results need improvement in order to meet standards.	Overall average rubric score of 1.5-2.4 50-56 point conversion.
Ineffective: Overall performance and results do not meet standards.	Overall average rubric score of 1.000-1.400 0-49 point conversion.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, August 16, 2012

Updated Wednesday, October 24, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, August 16, 2012
Updated Monday, December 03, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/164069-Df0w3Xx5v6/RR Principal PIP Form.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:

Time Frame for Filing an Appeal

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan

shall be within fifteen (15) business days of the failure of the district to implement any component of the plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request. Any extension will remain timely and expeditious in accordance with Education Law §3012c. When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Timeframe for District Response

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

Decision Process for Appeal

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals. The parties agree that:

- The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
- The hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- The parties shall have the ability to be represented by legal counsel and/or union representation or appear pro se on the scheduled hearing date(s).
- The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

Decision

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

6-4 Process by which evaluators will be trained and the process for how the district will certify and re-certify lead evaluators:

Southwestern Central School District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete individual performance reviews.

- Training will for all lead evaluators/evaluators will be five (5) days in length (every year)
- Additionally, all lead evaluators/evaluators will be required to attend trainings conducted during monthly administrative meetings, study group meetings, and summer meetings.

** Training will be provided by the Erie 2 BOCES Network Team who is authorized to train on an evaluation rubrics approved by NYSED and by the Coordinator of Curriculum and Instruction*

- The district will use Network Team days devoted to APPR for the training of evaluators.
- Lead evaluators/evaluators will be re-certified on an annual basis
- All evaluators will be required to attend all regularly scheduled trainings and inter-rater reliability sessions.

The Southwestern Central School District Superintendent will certify evaluators and maintain records of certification of evaluators. Training will include the following requirements for Lead Evaluators/Evaluators:

- *The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable*
 - *Evidence based observation techniques that are grounded in research*
 - *Application and use of a student growth percentile model and the value added growth model as defined in section 30-2.2 of this Subpart*
 - *Application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice*
 - *Application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured review of portfolio reviews; student, parent, teacher and /or community surveys; professional growth goals and school improvement goals, etc.*
 - *Application and use of State-approved locally selected measures of student achievement used by the school district to evaluate its teachers or principals*
 - *Use of Statewide Instructional Reporting System*
 - *The scoring methodology utilized by the Department and/or the district 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*
 - *Specific considerations in evaluating teachers and principals of English language learners and students with disabilities*
- The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators. The district is awaiting information from NYSED or the Erie 2 BOCES Network Team regarding True North Logic which will allow our administrators to continue working towards inter-rater agreement and reliability within our teacher evaluation system. We will participate fully in this program.*

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, August 16, 2012

Updated Wednesday, December 12, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/164070-3Uqgn5g9Iu/District Certification Form 12-12-12.pdf](assets/survey-uploads/5581/164070-3Uqgn5g9Iu/District%20Certification%20Form%2012-12-12.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 Chart for K-2 Teachers for whom the school-wide results based on state assessments (group metric) is used:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100	75-84	66-74	62-65	58-61	56-57	54-55	50-53	47-49	44-46	42-43	40-41	39	37-38	35-36	34	32-33	31	28-30	24-27	0-23

HEDI Chart for 3rd Grade ELA and Math

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	88-94	82-87	80-81	78-79	76-77	74-75	72-73	70-71	68-69	66-67	65	58-64	51-57	45-50	38-44	32-37	26-31	22-25	18-21	0-17

HEDI Chart for Grade 6-8 Science and Social Studies

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	85-89	82-84	79-81	77-78	75-76	73-74	71-72	69-70	67-68	65-66	58-64	51-57	45-50	38-44	32-37	26-31	22-25	18-21	0-17

HEDI Chart for Global I and Global II

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	92-95	89-91	87-88	84-86	81-83	78-80	75-77	73-74	72	71	70	67-69	64-66	61-63	58-60	55-57	52-54	35-51	18-34	0-17

HEDI Chart for US History Regents

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100	99	98	97	93-96	90-92	87-89	85-86	84	83	82	81	78-80	75-77	72-74	69-71	66-68	63-65	42-62	21-41	0-20

HEDI Chart for Living Environment Regents

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100	99	98	97	93-96	90-92	87-89	85-86	83-84	82	81	80	78-79	75-77	72-74	69-71	66-68	63-65	42-62	21-41	0-20

HEDI Chart for Earth Science Regents

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	92-96	87-91	85-86	83-84	81-82	79-80	77-78	76	75	74	73	70-72	67-69	64-66	61-63	58-60	55-57	37-54	19-36	0-18

HEDI Chart for Chemistry Regents

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100	92-95	88-91	87	84-86	82-83	80-81	79	78	77	76	75	72-74	69-71	66-68	63-65	60-62	57-59	40-56	21-39	0-20

HEDI Chart for Physics

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	95-97	91-94	90	88-89	86-87	84-85	83	82	81	80	79	76-78	73-75	70-72	67-69	64-66	61-63	41-60	21-40	0-20

HEDI Chart for Integrated Algebra Regents

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100	97-98	95-96	94	90-93	86-89	82-85	79-81	76-78	74-75	73	72	69-71	66-68	63-65	60-62	57-59	54-56	37-53	19-36	0-18

HEDI Chart for Geometry Regents

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	96-97	94-95	92-93	88-91	85-87	82-84	79-81	77-78	76	75	74	71-73	68-70	65-67	62-64	59-61	56-58	37-55	19-36	0-18

HEDI Chart for Algebra 2 Regents

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
94-100	87-93	79-86	78	75-77	72-74	70-71	69	68	67	66	65	62-64	59-61	56-58	53-55	50-52	47-49	40-46	21-39	0-20

HEDI Chart for English 9, 10 and 11

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100	98	95-97	94	92-93	90-91	88-89	87	86	85	84	83	80-82	77-79	74-76	71-73	68-70	65-67	41-64	21-40	0-20

HEDI Chart for Elementary Teachers for whom the school-wide results based on state assessments (group metric) is used:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100	75-84	66-74	62-65	58-61	56-57	54-55	50-53	47-49	44-46	42-43	40-41	39	37-38	35-36	34	32-33	31	28-30	24-27	0-23

HEDI Chart for Middle School Teachers for whom the school-wide results based on state assessments (group metric) is used:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
85-100	75-84	68-74	64-67	58-63	55-57	54	50-53	49	46-48	44-45	43	41-42	38-40	36-37	34-35	32-33	30-31	22-29	11-21	0-10

HEDI Chart for High School Teachers for whom the school-wide results based on state assessments (group metric) is used:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	95-97	92-94	91	87-90	83-86	80-82	79	78	77	76	75	72-74	71	70	67-69	64-66	61-63	41-60	21-40	0-20

4.5 Converting the Measure of Teacher Effectiveness HEDI Score for Use in the Composite Score

Converting the Measure of Teacher Effectiveness HEDI Score for Use in the Composite*

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion
1.000	0	1.5	50	2.5	57	3.3	58.6
1.008	1	1.6	50.7	2.6	57.2	3.4	58.8
1.017	2	1.7	51.4	2.7	57.4	3.5	59
1.025	3	1.8	52.1	2.8	57.6	3.6	59.3
1.033	4	1.9	52.8	2.9	57.8	3.7	59.5
1.042	5	2	53.5	3	58	3.8	59.8
1.050	6	2.1	54.2	3.1	58.2	3.9	60
1.058	7	2.2	54.9	3.2	58.4	4	60.25 (round to 60)
1.067	8	2.3	55.6				
1.075	9	2.4	56.3				
1.083	10						
1.092	11						
1.100	12						
1.108	13						
1.115	14						
1.123	15						
1.131	16						
1.138	17						
1.146	18						
1.154	19						
1.162	20						
1.169	21						
1.177	22						
1.185	23						
1.192	24						
1.200	25						
1.208	26						
1.217	27						
1.225	28						
1.233	29						
1.242	30						
1.250	31						
1.258	32						
1.267	33						
1.275	34						
1.283	35						
1.292	36						
1.300	37						
1.308	38						
1.317	39						
1.325	40						
1.333	41						
1.342	42						
1.350	43						
1.358	44						
1.367	45						
1.375	46						
1.383	47						
1.392	48						
1.400	49						

*Where applicable, the general rule of rounding scores (using the 5/4 model) will be used.

4.5 Converting the Measure of Teacher Effectiveness HEDI Score for Use in the Composite Score

The ranges for these HEDI ratings are:

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.2	57-58
Highly Effective	3.3-4	59-60

3-13 Teacher Local 20% Process for assigning HEDI Points

Regardless of the chosen assessment(s), the following process shall be used for calculating the classroom teacher's Local Measure of Student Achievement:

Step 1 At the beginning of each school year, the teacher and the evaluator shall meet to set the Local Measure of Student Achievement goal(s) for the school year. If both agree, the evaluator and the teacher may set multiple goals for the year. The evaluator and teacher shall discuss student/classroom performance expectations and then set a rigorous achievement goal for the class.

As an example, let's assume Teacher A teaches US History and Government. The evaluator and Teacher A will meet to discuss Teacher A's students' performance on the previous year's Global Regents exam and other student information in order to determine how Teacher A's goal will be set. Following this discussion, it was decided that Teacher A's goal will be 80% of his current students will score 65% or above on the US History and Government Regents.

Step 2 After the US History and Government Regents has been administered and scored, Teacher A and the evaluator will meet to determine at what level the teacher achieved his or her goal(s) which were set at the beginning of the school year. The percent of students scoring at the set goal shall be calculated and compared to the teacher's goal for the local achievement measure. This comparison shall be in the form of a calculated Achievement Index as illustrated below.

Using Teacher A as the example, the goal for Teacher A was that 80% of his students would score 65% or above on the US History and Government Regents. Once the assessment was scored, it was determined that 71% of Teacher A's students scored 65% or above. Using these two percentages, the Achievement Index is calculated accordingly:

$$\frac{\text{Percent of students meeting the achievement target}}{\text{Goal for Local Achievement Measure}} = \text{Achievement Index (\%)}$$

Teacher A Example:

$$\frac{71\% \text{ of students scored a 65\% or above}}{80\% \text{ Goal}} = 88.8\% \text{ Achievement Index}$$

Step 3 SED requires a HEDI score and rating points be assigned to each of the subcomponents. To accomplish this, the Achievement Index must first be converted to a value between 1 and 4 to determine which of the following HEDI ratings will apply:

Level	Rating Scale	HEDI (0 – 20 points)	HEDI (0-15 points)
Ineffective	1.0 – 1.4	0-2	0-2
Developing	1.5 – 2.4	3 - 8	3-7
Effective	2.5 – 3.4	9 - 17	8-13
Highly Effective	3.5 - 4	18 - 20	14-15

Using Chart 1 on page 12, the Achievement Index is converted to a value between 1 and 4. In this example, Teacher A’s Achievement Index of 83.5% converts to a HEDI rating between 3.3 and 3.4, or “Effective”.

Step 4 The Local Measure of Student Achievement subcomponent is worth a maximum of 20 points. Therefore, the Achievement Index must be converted to a value between 0 and 20. The final step in this process is completed by using the second conversion chart found on p. 12. The HEDI value calculated in step 3 is converted to a point value between 0 and 20.

In our example, Teacher A had a HEDI value of approximately 3.6. Therefore, using chart 2 on p. 12, the HEDI value of 3.6 converts to a subcomponent score of 18.4 out of a possible 20 points. Applying the rounding rule, Teacher A would receive 18 out of a possible 20 points.

Note: A teacher who meets or exceeds his/her set goal for the local achievement measure will receive 20 points. (e.g. $96\%/80\%=120\% = 20$ HEDI Points)

For the classroom teachers for whom there is an approved Value-Added measure for student growth in the State Assessment, 15% of his/her Composite score shall come from the Local Measure of Student Achievement. For these classroom teachers, the HEDI score and point conversion shall be calculated using the 15 point conversion charts found on p. 13.

20 % Local Measure of Student Achievement Conversion Charts

Chart 1 Converting the Percentage 0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0 - 14	1
15 - 27	1.1
28 - 40	1.2
41 - 53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65 - 66	2.5
67 - 68	2.6
69 - 70	2.7
71 - 72	2.8
73 - 74	2.9
75 - 76	3
77 - 78	3.1
79 - 81	3.2
82 - 83	3.3
84	3.4
Highly Effective	
85 - 87	3.5
88 - 90	3.6
91 - 93	3.7
94 - 96	3.8
97 - 99	3.9
100	4



Chart 2 Converting the 1-4 rating to a score of 0- 20 points	
Based on a 1-4 Rubric Rating	20 Point Conversion
Ineffective	
1	0
1.1	1
1.2	1.5
1.3	2.0
1.4	2.4
Developing	
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4
Effective	
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
Highly Effective	
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

*Rounding: Where applicable, the general rule of rounding scores (using the 5/4 model) will be followed.

15 % Local Measure of Student Achievement Conversion Charts for Teachers with VAM

Chart 1 Converting the Percentage 0-100 Point Scale Conversion Chart*	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0-14	1
15-27	1.1
28-40	1.2
41-53	1.3
54	1.4
Developing	
55	1.5
56	1.6
57	1.7
58	1.8
59	1.9
60	2
61	2.1
62	2.2
63	2.3
64	2.4
Effective	
65-66	2.5
67-68	2.6
69-70	2.7
71-72	2.8
73-74	2.9
75-76	3
77-78	3.1
79-81	3.2
82-83	3.3
84	3.4
Highly Effective	
85-87	3.5
88-90	3.6
91-93	3.7
94-96	3.8
97-99	3.9
100	4



Chart 2 Converting the 1-4 rating to a score of 0- 15 points	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
1.0-1.1	0
1.2-1.3	1
1.4	2
Developing	
1.5-1.6	3
1.7-1.9	4
2.0-2.1	5
2.2-2.3	6
2.4	7
Effective	
2.5-2.6	8
2.7-2.8	9
2.9	10
3.0-3.1	11
3.2-3.3	12
3.4	13
Highly Effective	
3.5-3.9	14
4	15

*Rounding: Where applicable, the general rule of rounding scores (using the 5/4 model) will be followed.

Southwestern Central School Teacher Improvement Plan (TIP)

The primary purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “developing” or “ineffective.” The evaluator, with input from the teacher, will determine the strategies to be undertaken to correct the deficiencies.

Teacher _____

Grade/Subject _____

Evaluator(s) _____

Teacher Association Representative (if requested by the teacher) _____

Date _____

List the area(s) needing improvement.

Area(s) needing improvement	Standards-based goal(s)	Manner/frequency in which improvement will be assessed

Review of progress will take place during benchmark meeting dates.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor teacher yes no

Name of Mentor (if a mentor is assigned) _____

Start Date of TIP _____

End Date of TIP _____

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet for the purpose of assisting the teacher to achieve the goals set forth in the TIP. The Association president shall be notified when a teacher is placed on TIP.

Benchmark Meeting Dates				
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Evaluator’s Signature _____

Date _____

Teacher's Signature _____

Date _____

Benchmark meetings to determine progress towards achieving standards-based goals.

Benchmark Meeting Date _____

Evaluator Comments

Teacher Comments

Evaluator's Recommendation

- The teacher has met the standards-based goals identified through the TIP.

- The teacher has not met the standards-based goals identified through the TIP.

Next Steps

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies she/he has examined and discussed the materials with the evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

8.2 Principal Local 20% Process for assigning HEDI points

A principal's Local Measure of Student Achievement will be calculated using only the data from his/her building students. No student's score may be excluded from the calculation.

The principal and the evaluator will meet to set their student achievement targets for the building. Each principal's performance shall be measured against a Southwestern Central School District student achievement target of 80%.

It is understood that a principal may choose more than one assessment for the locally selected measure. If more than one assessment is chosen, multiple local assessments will be weighted proportionately based on the number of students included in local assessments. This will provide one overall subcomponent score and HEDI category.

Regardless of the chosen assessment(s), the following process shall be used for calculating the principal's Local Measure of Student Achievement:

Step 1 In the summer, the principal and the evaluator shall meet to set the Local Measure of Student Achievement goal(s) for the school year using the attached Locally Selected Measure of Student achievement (L.S.M.) form.

Step 2 At the end of the year, the principal and the evaluator will meet to determine at what level the principal achieved his or her goal(s) which were previously set in the summer. An achievement index will be calculated as follows:

$$\frac{\text{Percentage of students meeting the achievement target}}{\text{Goal for achievement}} = \text{Achievement Index (\%)}$$

Step 3 SED requires a HEDI score and rating points be assigned to each of the subcomponents. To accomplish this, the Achievement Index must first be converted to a value between 1 and 4 to determine which of the following HEDI ratings will apply:

Level	Rating Scale	HEDI (0 – 20 points)	HEDI (0-15 points)
Ineffective	1.0 – 1.4	0-2	0-2
Developing	1.5 – 2.4	3 - 8	3-7
Effective	2.5 – 3.4	9 - 17	8-13
Highly Effective	3.5 - 4	18 - 20	14-15

Using Chart 1 below, the Achievement Index is converted to a value between 1 and 4.

Step 4 The Local Measure of Student Achievement subcomponent is worth a maximum of 20 points. Therefore, the Achievement Index must be converted to a value between 0 and 20. The final step in this process is completed by using the second conversion chart. The HEDI value calculated in step 3 is converted to a point value between 0 and 20.

For the principals for whom there is an approved Value-Added measure for student growth in the State Assessment, 15% of his/her Composite score shall come from the Local Measure of Student Achievement. For principals, the HEDI score and point conversion shall be calculated using the 15 point conversion charts.

20 % Local Measure of Student Achievement Conversion Charts for Principals

Chart 1 Converting the Percentage 0-100 Point Scale	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0-14.9	1
15-27.9	1.1
28-40.9	1.2
41-53.9	1.3
54-54.9	1.4
Developing	
55-55.9	1.5
56-56.9	1.6
57-57.9	1.7
58-58.9	1.8
59-59.9	1.9
60-60.9	2
61-61.9	2.1
62-62.9	2.2
63-63.9	2.3
64-64.9	2.4
Effective	
65-66.9	2.5
67-68.9	2.6
69-70.9	2.7
71-72.9	2.8
73-74.9	2.9
75-76.9	3
77-78.9	3.1
79-81.9	3.2
82-83.9	3.3
84-84.9	3.4
Highly Effective	
85-87.9	3.5
88-90.9	3.6
91-93.9	3.7
94-96.9	3.8
97-99.9	3.9
100	4



Chart 2 Converting the 1-4 rating to a score of 0- 20 points.	
Based on a 1-4 Rubric Rating	20 Point Conversion
1	0
1.1	1
1.2	1.5
1.3	2.0
1.4	2.4
1.5	3
1.6	3.6
1.7	4.2
1.8	4.8
1.9	5.4
2	6
2.1	6.6
2.2	7.2
2.3	7.8
2.4	8.4
2.5	9
2.6	9.9
2.7	10.8
2.8	11.7
2.9	12.6
3	13.5
3.1	14.4
3.2	15.3
3.3	16.2
3.4	17.1
3.5	18
3.6	18.4
3.7	18.8
3.8	19.2
3.9	19.6
4	20

*Rounding: Where applicable, the general rule of rounding scores (using the 5/4 model) will be followed.

15 % Local Measure of Student Achievement Conversion Charts for Principals with VAM

Chart 1 Converting the Percentage 0-100 Point Scale	
Based on a 100 Point Scale	Converted to 1-4 Rating
Ineffective	
0-14.9	1
15-27.9	1.1
28-40.9	1.2
41-53.9	1.3
54-54.9	1.4
Developing	
55-55.9	1.5
56-56.9	1.6
57-57.9	1.7
58-58.9	1.8
59-59.9	1.9
60-60.9	2
61-61.9	2.1
62-62.9	2.2
63-63.9	2.3
64-64.9	2.4
Effective	
65-66.9	2.5
67-68.9	2.6
69-70.9	2.7
71-72.9	2.8
73-74.9	2.9
75-76.9	3
77-78.9	3.1
79-81.9	3.2
82-83.9	3.3
84-84.9	3.4
Highly Effective	
85-87.9	3.5
88-90.9	3.6
91-93.9	3.7
94-96.9	3.8
97-99.9	3.9
100	4



Chart 2 Converting the 1-4 rating to a score of 0- 15 points.	
Based on a 1-4 Rubric Rating	15 Point Conversion
Ineffective	
1-1.1	0
1.2-1.3	1
1.4	2
Developing	
1.5-1.6	3
1.7-1.9	4
2.0-2.1	5
2.2-2.3	6
2.4	7
Effective	
2.5-2.6	8
2.7-2.8	9
2.9	10
3.0-3.1	11
3.2-3.3	12
3.4	13
Highly Effective	
3.5-3.9	14
4	15

*Rounding: Where applicable, the general rule of rounding scores (using the 5/4 model) will be followed.

Effective Measures 60% Principal Conversion Chart

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion
1.000	0	1.5	50	2.5	57	3.3	58.6
1.008	1	1.6	50.7	2.6	57.2	3.4	58.8
1.017	2	1.7	51.4	2.7	57.4	3.5	59
1.025	3	1.8	52.1	2.8	57.6	3.6	59.3
1.033	4	1.9	52.8	2.9	57.8	3.7	59.5
1.042	5	2	53.5	3	58	3.8	59.8
1.050	6	2.1	54.2	3.1	58.2	3.9	60
1.058	7	2.2	54.9	3.2	58.4	4	60.25 (round to 60)
1.067	8	2.3	55.6				
1.075	9	2.4	56.3				
1.083	10						
1.092	11						
1.100	12						
1.108	13						
1.115	14						
1.123	15						
1.131	16						
1.138	17						
1.146	18						
1.154	19						
1.162	20						
1.169	21						
1.177	22						
1.185	23						
1.192	24						
1.200	25						
1.208	26						
1.217	27						
1.225	28						
1.233	29						
1.242	30						
1.250	31						
1.258	32						
1.267	33						
1.275	34						
1.283	35						
1.292	36						
1.300	37						
1.308	38						
1.317	39						
1.325	40						
1.333	41						
1.342	42						
1.350	43						
1.358	44						
1.367	45						
1.375	46						
1.383	47						
1.392	48						
1.400	49						

*Where applicable, the general rule of rounding scores (using the 5/4 model) will be used.

**Southwestern Central School District
Principal Improvement Plan**

The primary purpose of the PIP is the improvement of administrative practice. The goal is to provide resources and support for principals who have been rated as “developing” or “ineffective.” The lead evaluator, with input from the principal, will determine the strategies to be undertaken to correct the deficiencies.

Principal _____

Building(s) _____

Evaluator _____

Principal Association Representative (if requested by the principal)

Date _____

List the area(s) needing improvement:

- 1.
- 2.
- 3.

Evidence:

- 1.
- 2.
- 3.

Specific Action Step(s):

- 1.
- 2.
- 3.

Person(s) Responsible for Action Step(s):

- 1.

- 2.
- 3.

**Southwestern Central School District
Principal Improvement Plan (p.2)**

Manner/frequency in which Improvement will be Assessed:

- 1.
- 2.
- 3.

Review of progress will take place during four benchmark meeting dates.

Describe the professional development opportunities, materials, resources and supports the District will make available.

Assignment of a mentor principal **yes** **no**

Name of Mentor (if a mentor is assigned)

Start Date of PIP

End Date of PIP

The principal, lead evaluator, mentor (if applicable) and an Association representative (if requested by the principal) shall meet, a minimum of four meetings, for the

purpose of assisting the principal to achieve the goals set forth in the PIP. The Association president shall be notified when a principal is placed on PIP.

Four Benchmark Meeting Dates				
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Evaluator's Signature _____

Date _____

Principal's Signature _____

Date _____

Benchmark meetings to determine progress in each area needing improvement.

1. Benchmark Meeting Date _____

Evaluator Comments

Principal Comments

2. Benchmark Meeting Date _____

Evaluator Comments

Principal Comments

3. Benchmark Meeting Date _____

Evaluator Comments

Principal Comments

4. Benchmark Meeting Date _____

Evaluator Comments

Principal Comments

Evidence to be provided for goal achievement.

Evaluator's Recommendation

- PIP. The principal has made the necessary improvement(s) as identified through the PIP.
- The principal has not made the necessary improvement(s) as identified through the PIP.

Next Steps

Evaluator's Signature _____ Date

Principal's Signature _____ Date

Principal's signature does not constitute agreement but merely signifies she/he has examined and discussed the materials with the evaluator. Principals shall have the right to insert written explanation or response to written feedback of the evaluator within 10 business days, which may be considered during the Appeals process.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

David A. George 12/12/12

Teachers Union President Signature: Date:

Mary Jane Rice 12/12/12

Administrative Union President Signature: Date:

[Signature] 12/12/12

Board of Education President Signature: Date:

James Butler 12/12/12