



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

Commissioner of Education
President of the University of the State of New York
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December 26, 2012

Mike Crumb, Superintendent
Spencerport Central School District
71 Lyell Avenue
Spencerport, NY 14559

Dear Superintendent Crumb:

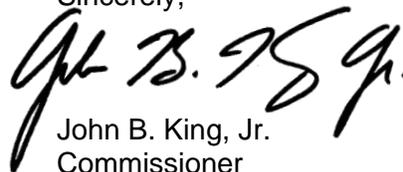
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 09, 2012

Updated Wednesday, December 19, 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 : 261001060000

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

261001060000

1.2) School District Name: SPENCERPORT CSD

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

SPENCERPORT CSD

1.3) School Improvement Grant (SIG) Districts Only

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

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 Monday, November 26, 2012
Updated Wednesday, December 19, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

| | ELA | Assessment |
|---|---|---|
| K | District, regional, or BOCES-developed assessment | Grade K ELA Monroe 2 - Orleans BOCES Developed Assessment |
| 1 | District, regional, or BOCES-developed assessment | Grade 1 ELA Monroe 2 - Orleans BOCES Developed Assessment |
| 2 | District, regional, or BOCES-developed assessment | Grade 2 ELA Monroe 2 - Orleans BOCES Developed Assessment |

| | ELA | Assessment |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See table in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | 90% to 100% of the students meet or exceed the target. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | 75% to 89% of the students meet or exceed the target. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | 62% to 74% of the students meet or exceed the target. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | 0% to 61% of the students meet or exceed the target. |

2.3) Grades K-3 Math

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

| | Math | Assessment |
|---|---|--|
| K | District, regional, or BOCES-developed assessment | Grade K Math Monroe 2 - Orleans BOCES Developed Assessment |
| 1 | District, regional, or BOCES-developed assessment | Grade 1 Math Monroe 2 - Orleans BOCES Developed Assessment |
| 2 | District, regional, or BOCES-developed assessment | Grade 2 Math Monroe 2 - Orleans BOCES Developed Assessment |
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See table in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | 90% to 100% of the students meet or exceed the target. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | 75% to 89% of the students meet or exceed the target. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | 62% to 74% of the students meet or exceed the target. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | 0% to 61% of the students meet or exceed the target. |

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 | Grade 6 Science Monroe 2 - Orleans BOCES developed assessment |
| 7 | District, regional or BOCES-developed assessment | Grade 7 Science Monroe 2 - Orleans BOCES developed assessment |
| | Science | Assessment |
| 8 | State assessment | 8th Grade State Science Assessment |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See table in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | 90% to 100% of the students meet or exceed the target. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | 75% to 89% of the students meet or exceed the target. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | 62% to 74% of the students meet or exceed the target. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | 0% to 61% of the students meet or exceed the target. |

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 | Grade 6 Social Studies Monroe 2 - Orleans BOCES Developed assessment |
| 7 | District, regional or BOCES-developed assessment | Grade 7 Social Studies Monroe 2 - Orleans BOCES Developed assessment |
| 8 | District, regional or BOCES-developed assessment | Grade 8 Social Studies Monroe 2 - Orleans BOCES Developed assessment |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See table in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 90% to 100% of the students meet or exceed the target. |

| | |
|--|---|
| Effective (9 - 17 points) Results meet District goals for similar students. | 75% to 89% of the students meet or exceed the target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | 62% to 74% of the students meet or exceed the target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | 0% to 61% of the students meet or exceed the target. |

2.6) High School Social Studies Regents Courses

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

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

| | | Assessment |
|----------|---|--|
| Global 1 | District, regional, or BOCES-developed assessment | Global History 1 Monroe 2 - Orleans BOCES developed assessment |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See table in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 90% to 100% of the students meet or exceed the target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | 75% to 89% of the students meet or exceed the target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | 62% to 74% of the students meet or exceed the target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | 0% to 61% of the students meet or exceed the target. |

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. | See table in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 90% to 100% of the students meet or exceed the target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | 75% to 89% of the students meet or exceed the target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | 62% to 74% of the students meet or exceed the target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | 0% to 61% of the students meet or exceed the target. |

2.8) High School Math Regents Courses

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

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

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See table in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 90% to 100% of the students meet or exceed the target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | 75% to 89% of the students meet or exceed the target. |

| | |
|--|---|
| Developing (3 - 8 points) Results are below District goals for similar students. | 62% to 74% of the students meet or exceed the target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | 0% to 61% of the students meet or exceed the target. |

2.9) High School English Language Arts

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

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

| | High School English Courses | Assessment |
|--------------|--|--|
| Grade 9 ELA | District, regional or BOCES-developed assessment | Grade 9 ELA Monroe 2 - Orleans BOCES developed assessment |
| Grade 10 ELA | District, regional or BOCES-developed assessment | Grade 10 ELA Monroe 2 - Orleans BOCES developed assessment |
| Grade 11 ELA | Regents assessment | NYS ELA 11 Regents exam |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See table in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 90% to 100% of the students meet or exceed the target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | 75% to 89% of the students meet or exceed the target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | 62% to 74% of the students meet or exceed the target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | 0% to 61% of the students meet or exceed the target. |

2.10) All Other Courses

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

| Course(s) or Subject(s) | Option | Assessment |
|-----------------------------------|---------------------------------------|---|
| All other courses not named above | District, Regional or BOCES-developed | Monroe 2 - Orleans BOCES developed grade and subject specific assessments |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See table in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | 90% to 100% of the students meet or exceed the target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | 75% to 89% of the students meet or exceed the target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | 62% to 74% of the students meet or exceed the target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | 0% to 61% of the students meet or exceed the target. |

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/5364/248377-TXEttx9bQW/Spencerport CSD Table 2.11_2.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 response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

| | |
|--|---------|
| 2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. | Checked |
| 2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws. | Checked |
| 2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded. | Checked |
| 2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |
| 2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: 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 Monday, November 26, 2012
Updated Thursday, December 20, 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 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |
| 5 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |

| | | |
|---|--|---|
| 6 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |
| 7 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |
| 8 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |

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. | See attached chart in 3.3. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 85% and 100%. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 65% and 84%. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 55% and 64%. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 0% and 54%. |

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 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |
| 5 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |
| 6 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |
| 7 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |
| 8 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |

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. | See chart in 3.3 |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 85% and 100%. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 65% and 84%. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 55% and 64%. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 0% and 54%. |

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/248544-rhJdBgDruP/Spencerport CSD Table 3.3_5.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| K | 6(ii) School-wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |
| 1 | 6(ii) School-wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |
| 2 | 6(ii) School-wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |
| 3 | 6(ii) School-wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | See chart in 3.13 |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 85% and 100%. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 65% and 84%. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 55% and 64%. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 0% and 54%. |

3.5) Grades K-3 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|--|
| K | 6(ii) School-wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |
| 1 | 6(ii) School-wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |
| 2 | 6(ii) School-wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |
| 3 | 6(ii) School-wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |

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 | See chart in 3.13 |
|--|-------------------|

| | |
|---|---|
| 3.13, below. | |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 85% and 100%. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 65% and 84%. |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 55% and 64%. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 0% and 54%. |

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 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |
| 7 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |
| 8 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | See chart in 3.13 |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 85% and 100%. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 65% and 84%. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 55% and 64%. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 0% and 54%. |

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 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |
| 7 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |
| 8 | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | See chart 3.13 |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 85% and 100%. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 65% and 84%. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 55% and 64%. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 0% and 54%. |

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 | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |

| | | |
|------------------|--|--|
| Global 2 | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |
| American History | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |

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. | See chart 3.13 |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 85% and 100%. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 65% and 84%. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 55% and 64%. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 0% and 54%. |

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 | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |

| | | |
|---------------|--|--|
| Earth Science | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |
| Chemistry | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |
| Physics | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |

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. | See chart in 3.13 |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 85% and 100%. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 55% and 64%. |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 65% and 84%. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 0% and 54%. |

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 | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |
| Geometry | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |
| Algebra 2 | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |

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. | See chart in 3.13 |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 85% and 100%. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 65% and 84%. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 55% and 64%. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 0% and 54%. |

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 | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |
| Grade 10 ELA | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |
| Grade 11 ELA | 6(ii) School wide measure computed locally | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; NYS ELA Regents Assessment; and all AP examinations administered in the academic school year (see Table 3.13) |

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. | See chart in 3.13 |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 85% and 100%. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 65% and 84%. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 55% and 64%. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 0% and 54%. |

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 |
|--|---|---|
| K-5: All other courses not named above | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |
| 6-8: All other courses not named above | 6(ii) School wide measure computed locally | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of |

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 response)

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.

NA

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, November 27, 2012

Updated Thursday, December 20, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

Not Applicable

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.

Throughout the observation process (both unannounced and announced), teachers will receive a rating following the HEDI criteria for teaching standards 1 through 5. Each of these standards will be weighted equally. This process will account for 31 of the 60 points allocated for teacher effectiveness. The remaining 29 points will be determined through the annual evaluation process where teachers will be required to produce evidence of each of the seven teaching standards. During the annual evaluation process, teachers will receive a HEDI rating for each of the seven teaching standards. Each of these standards will be weighted equally. This process will account for 29 of the 60 points allocated for teacher effectiveness. The NYSUT Teacher Practice rubric will be used when determining a HEDI rating throughout this entire process.

In order to develop a HEDI teacher effectiveness score, a holistic rating for each of the seven teaching standards will be provided. A

HEDI rating will be applied to each standard and then converted to an overall teacher effectiveness score. The district and teachers association has agreed to the following point allocation for each HEDI rating; Highly Effective = 4 points, Effective = 3 points, Developing = 2 points and Ineffective = 1 point. The awarded points for the holistic ratings for teaching standards 1 - 5, will be averaged for the observation process. Using the conversion chart on Table 4.5, the average points between 1.0 and 4.0 will be converted and multiplied by 31/60th (approximately 0.5167). The awarded points for the holistic ratings for teaching standards 1 - 7, will be averaged for the evidence portion. Using the conversion chart on Table 4.5, the average points between 1.0 and 4.0 will be converted and multiplied by 29/60th (approximately 0.4833). The observation and evidence scores will be added together for a final rating out of 60 points.

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/5091/251018-eka9yMJ855/Spencerport CSD Table 4.5_1.doc

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

| | |
|---|--|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | A rating of Highly Effective is achieved by earning 59 - 60 points equaling a rubric score of 3.5 to 4.0 across the seven teaching standards of the NYSUT Teacher Practice rubric. |
| Effective: Overall performance and results meet NYS Teaching Standards. | A rating of Effective is achieved by earning 57 - 58 points equaling a rubric score of 2.5 to 3.4 across the seven teaching standards of the NYSUT Teacher Practice rubric. |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | A rating of Developing is achieved by earning 50 - 56 points equaling a rubric score of 1.5 to 2.4 across the seven teaching standards of the NYSUT Teacher Practice rubric. |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | A rating of Ineffective is achieved by earning 0 - 49 points equaling a rubric score of 1.0 to 1.4 across the seven teaching standards of the NYSUT Teacher Practice rubric. |

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 Informal/Short | 1 |
| 4.6) Observations of Probationary Teachers Enter Total | 4 |

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

| | |
|--|---|
| 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 |
|-------------|---|

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Wednesday, May 09, 2012

Updated Friday, November 30, 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 Tuesday, November 27, 2012
Updated Thursday, December 20, 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/5265/251123-Df0w3Xx5v6/Spencerport CSD Improvement Plan.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:

All tenured unit members who meet the appeal process criteria identified below may use this appeal process.

Eligibility – Appeals are limited to tenured unit members whose composite rating is Developing or Ineffective with a teacher effectiveness rating of Developing or Ineffective. Unit members with a composite score of Effective or Highly Effective may not appeal their rating.

Subjects for Appeal - Appeals are limited to adherence to commissioner's regulations, compliance to negotiated procedures, and adherence to education law. Additionally, teacher effectiveness components designated by the unit member in the observation process and/or identified elements of the structured review that are contrary to the evaluator's ratings may be appealed. In such cases, supporting documentation must be submitted to the immediate supervisor within one school day after the meeting between the unit member and evaluator.

This documentation shall serve as the basis for an appeal.

One Appeal - A unit member may not file multiple appeals regarding the same performance review. All grounds for appeal, as outlined above, must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof - The unit member filing the appeal has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which relief is sought.

Notification of the Appeal - In order to be timely, the notification of the APPR appeal shall be filed, in writing, within five (5) school days after the unit member has received their APPR composite rating. The teacher shall submit a detailed written statement with the specific point(s) of disagreement and information relevant to the resolution of the appeal consistent with Subject for Appeals (see above). Notification of the appeal shall be submitted to the immediate supervisor.

Appeal Resolution Process

Step 1 – Conference with the Immediate Supervisor

Upon receipt of the unit member's notification of appeal, a conference with the immediate supervisor will be scheduled within five (5) school days. The conference shall be an informal meeting wherein the immediate supervisor and the unit member are able to discuss the evaluation and the areas of dispute. The immediate supervisor will provide the unit member with a written summary of their decision within five (5) school days that includes feedback for each of the points contained in the unit member's notification of appeal.

Step 2 – District and Association Panel

If the unit member is not satisfied with the outcome at Step 1, he/she may proceed to Step 2. Step 2 shall be initiated by the unit member within five (5) school days of the supervisor's written decision. The unit member shall submit a written appeal to the Panel with the specific point(s) of disagreement and information relevant to the resolution of the appeal. The Panel shall meet within five (5) school days after receipt of the appeal.

a. Developing and first-year Ineffective ratings: Appeals shall be reviewed by a two-member panel consisting of one association member and one administrator from the pre-established list and mutually agreed upon by the Association President or designee and the Superintendent of Schools or designee. A pre-established list of association members and administrators who have been rated as Effective of Highly Effective shall be formed by joint agreement of the Association President and Superintendent. Such list shall be established by June 30 of the preceding school year.

b. Second consecutive Ineffective ratings: Appeals shall be reviewed by a four-member panel consisting of two association members and two administrators from the pre-established list and mutually agreed upon by the Association President or designee and the Superintendent of Schools or designee. A pre-established list of association members and administrators who have been rated as Effective of Highly Effective shall be formed by joint agreement of the Association President and Superintendent. Such list shall be established by June 30 of the preceding school year.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Panel shall submit a written recommendation within five (5) school days of the panel meeting to the Superintendent to rescind, modify or affirm the rating.

Step 3 – Superintendent of Schools

The Superintendent shall review the recommendation of the Panel and provide a written decision to the unit member within five (5) school days of receipt of the Panel's recommendation. This decision shall be binding and no further remedy shall be sought.

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.

Only fully certified administrators may evaluate teachers. Any fully certified administrator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c

and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation. Any evaluation or APPR rating that is determined by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

All evaluators participated, completed and were certificated in the Lead Evaluator Training provided by Monroe 2 - Orleans BOCES. The four-day training provided an in depth analysis of the New York State teaching standards, the District's teacher practice rubric, documents used in the evaluation process, opportunities to ensure inter-rater reliability and assurances that every participant meets the necessary guidelines as described in Commissioner's Regulations. Upon completion of the training, the Superintendent certified to the Board of Education all administrators who have successfully completed the state mandated evaluator training.

During the 2012-13 school year, all evaluators attended a three-day administrative retreat and will participate in ten instructional leadership meetings to build inter-rater reliability and practice applying a HEDI rating to each of the seven teaching standards. This work includes watching videos of teachers teaching and discussing the evidence used in determining the HEDI rating for teaching standards 1 through 5. In addition, all evaluators participated in S.L.O. training and the development of local assessments created with the assistance of Monroe 2 - Orleans BOCES.

All evaluators will receive yearly training to ensure inter-rater reliability and this process will be followed for certifying and re-certifying all evaluators in the Spencerport Central School District in subsequent years.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, November 27, 2012

Updated Friday, November 30, 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):

| |
|---------------|
| K-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 |
|------------------------|----------------------------|------------------------|
| | | |
| | | |
| | | |

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. | (No response) |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test). | Not applicable |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Not applicable |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Not applicable |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). | Not applicable |

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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

| | |
|--|---------|
| 7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. | Checked |
| 7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws. | Checked |
| 7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |
| 7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://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, November 29, 2012

Updated Saturday, December 22, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|---|
| K-5 | (d) measures used by district for teacher evaluation | NYS ELA and Mathematics 3, 4, 5 Assessments; NYS Science 4 Assessment; AIMSweb ELA |
| 6-8 | (d) measures used by district for teacher evaluation | NYS ELA and Mathematics 6, 7, 8 Assessments; NYS Science 8 Assessment; NWEA Measures of Academic Progress ELA |
| 9-12 | (d) measures used by district for teacher evaluation | Both NYS Social Studies Regents Assessments; All 4 NYS Science Regents Assessments; All 3 NYS Mathematics Regents Assessments; and NYS ELA Regents Assessment |
| 9-12 | (h) students' progress toward graduation | All NYS Regents Assessments required for graduation: ELA, Global History, Living Environment, U.S. History, Integrated Algebra |
| 9-12 | (d) measures used by district for teacher evaluation | All Advanced Placement examinations administered in the academic school year (see Table 8.1) |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | See table 8.1 |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 90% to 100% |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | The average of all measures of student achievement is between 75% to 89%. |

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

The average of all measures of student achievement is between 55% to 74%.

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

The average of all measures of student achievement is between 0% and 54%.

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/5366/256160-qBFVOWF7fC/Table 8.1 _3.doc](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 response)

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

The identified measures of student achievement will be averaged equally and converted to a 15 point score as detailed in Table 8.1.

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, November 29, 2012
Updated Wednesday, December 19, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

| | |
|--|---------|
| 9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric. | Checked |
| 9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance). | Checked |

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

| | |
|---|---------------|
| 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.

The process for evaluating principal effectiveness will be divided into three categories; observations, goals and structured review. The maximum total points that can be earned will be 60 (see below). The following is a description of the processes that will be used for awarding points in each of the three categories:

Observations: 36 points maximum (6 points for each of the six leadership standards) The superintendent will conduct announced and unannounced observations of the principal during the academic year. At each observation, the superintendent will collect evidence of the principal's performance for each of the leadership standards, as appropriate, in alignment with the Multidimensional Principal Performance Rubric, and provide a HEDI rating for each standard based on the evidence. At the end of the year, the superintendent will review the principal's performance for each standard and assign a summative HEDI rating and points based on the following scale: Highly Effective = 6 points, Effective = 4 to 5 points, Developing = 2 to 3 points, Ineffective = 0 to 1 point.

Goals: 15 points maximum, (5 points per goal) Each principal will meet with the superintendent to establish three goals for the academic school year. One goal will be proposed by the principal, the second goal will be proposed by the superintendent, and the third goal will be collaboratively developed to address improvements in principal effective consistent with Commissioner's regulations. At this meeting the principal will indicate to the superintendent examples of evidence that may be used to demonstrate goal achievement. At the end of the year, the superintendent will provide a HEDI rating and points for each goal using the following scale: Highly Effective - 5 points, Effective - 3 to 4 points, Developing - 1 to 2 points, Ineffective - 0 points.

Structured Review: 9 points maximum At the end of the academic year, the superintendent and principal will meet to review the effectiveness of the principal. The principal will provide the superintendent with evidence of their work aligning to district, school and personal goals in alignment with the six leadership standards. The superintendent will evaluate the work based on its effectiveness and growth of the principal using the following scale: Highly Effective - 8 to 9 points, Effective - 5 to 7 points, Developing - 2 to 4 points, Ineffective - 0 to 1 point.

The total points for all three categories will be added up in order to determine the principal effectiveness score (no conversion charts are required). A HEDI rating will be assigned for the total of points based on the following scale: Highly Effective - 58 to 60 points, Effective - 51 to 57 points, Developing - 43 to 50 points, Ineffective - 0 to 42 points.

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

(No response)

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

| | |
|--|--|
| Highly Effective: Overall performance and results exceed standards. | Based on District's goals and priorities, the principal's overall performance and documented results exceeds the expectations of the ISLLC 2008 Standards as measured across the six domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of highly effective will range from 58 - 60 points. |
| Effective: Overall performance and results meet standards. | Based on District's goals and priorities, the principal's overall performance and documented results meets the expectations of the ISLLC 2008 Standards as measured across the six domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of effective will range from 51 - 57 points. |
| Developing: Overall performance and results need improvement in order to meet standards. | Based on District's goals and priorities, the principal's overall performance and documented results needs improvement to meet the expectations of the ISLLC 2008 Standards as measured across the six domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of effective will range from 43 - 50 points. |
| Ineffective: Overall performance and results do not meet standards. | Based on District's goals and priorities, the principal's overall performance and documented results do not meet the expectations of the ISLLC 2008 Standards as measured across the six domains of the Multidimensional Principal Performance Rubric. The overall composite score for a rating of effective will range from 0 - 42 points. |

Please provide the locally-negotiated 60 point scoring bands.

| | |
|------------------|-------|
| Highly Effective | 58-60 |
| Effective | 51-57 |
| Developing | 43-50 |
| Ineffective | 0-42 |

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 | 5 |
| By trained administrator | 0 |
| By trained independent evaluator | 0 |
| Enter Total | 5 |

Tenured Principals

| | |
|----------------------------------|---|
| By supervisor | 5 |
| By trained administrator | 0 |
| By trained independent evaluator | 0 |
| Enter Total | 5 |

10. Composite Scoring (Principals)

Created Thursday, November 29, 2012

Updated Friday, November 30, 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 | 58-60 |
| Effective | 51-57 |
| Developing | 43-50 |
| Ineffective | 0-42 |

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, November 29, 2012
Updated Wednesday, December 19, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/256248-Df0w3Xx5v6/Principal Improvement Plan.doc](assets/survey-uploads/5276/256248-Df0w3Xx5v6/Principal%20Improvement%20Plan.doc)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

All tenured principals who meet the appeal process criteria identified below will abide by the following procedures:

Eligibility – Appeals are limited to tenured principals whose composite rating is Developing or Ineffective with a principal effectiveness rating of Developing or Ineffective. Principals with a composite score of Effective or Highly Effective may not appeal their rating.

Subjects for Appeal - Appeals are limited to adherence to commissioner's regulations, compliance to negotiated procedures, and adherence to education law. Additionally, when a principal does not agree with the evaluative rating of the superintendent for any component of the principal effectiveness score, they may appeal that rating within two (2) work days of receiving their composite score. In such cases, supporting documentation for their appeal must be submitted to the Assistant Superintendent of Schools within the aforementioned timeframe. The Assistant Superintendent of Schools will render his written decision within five (5) work days of receipt of the appeal. The decision of the Assistant Superintendent of Schools is final.

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.

Only fully certified administrators may evaluate principals. Any fully certified administrator who participates in the evaluation of principals for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a principal evaluation. Any evaluation or APPR rating that is determined by an administrator or supervisor who is not fully trained and/or certified to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the principal's record and will be inadmissible as evidence in any subsequent disciplinary proceeding. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in any and all other employment decisions.

All evaluators participated, completed and were certificated in the Lead Evaluator Training provided by Monroe 2 - Orleans BOCES. The four-day training provided an in depth analysis of the I.S.L.C. standards, the District's principal practice rubric, documents used in the evaluation process, opportunities to ensure inter-rater reliability and assurances that every participant meets the necessary guidelines as described in Commissioner's Regulations. Upon completion of the training, the Superintendent certified to the Board of Education all administrators who have successfully completed the state mandated evaluator training.

All evaluators will receive yearly training to ensure inter-rater reliability and this process will be followed for certifying and re-certifying all evaluators in the Spencerport Central School District in subsequent years.

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, November 29, 2012

Updated Saturday, December 22, 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/5581/255431-3Uqgn5g9Iu/Spencerport CSD Dec 21 2012_1.pdf

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

Table 2.11

Process for Determining the S.L.O. Score

On the identified S.L.O.s, teachers and lead evaluators will establish targets specific to student needs based on the evidence gathered during the administration of the pre-assessment. Pre-assessments serve as a baseline and were locally developed in conjunction with Monroe 2 - Orleans BOCES. Spencerport will follow a similar approach for developing post-assessments that will be administered at the conclusion of each course. The resulting data will be analyzed to determine the percentage of students who have met the identified target established by the teacher and lead evaluator. The S.L.O. conversion chart negotiated by the district and teachers association establishes the HEDI ranges for student growth in a consistent and measurable manner (see S.L.O. Conversion Chart).

S.L.O. Conversion Chart

Points will be assigned based on the percentage of the students achieving the growth target using the following conversion chart:

| HIGHLY EFFECTIVE 100% to 90% Meet the Target | | | EFFECTIVE 89% to 75% Meet the Target | | | | | | | | | DEVELOPING 74% to 62% Meet the Target | | | | | INEFFECTIVE 61% to 0% Meet the Target | | | |
|---|------------|------------|--|-----|-----|-----|-----------|------------|------------|------------|------------|---|------------|------------|------------|------------|---|-----|-----|-----------|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | <u>13</u> | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 98% to 100% | 94% to 97% | 90% to 93% | 89% | 88% | 87% | 86% | 85% | 82% to 84% | 79% to 81% | 77% to 78% | 75% to 76% | 73% to 74% | 71% to 72% | 69% to 70% | 67% to 68% | 65% to 66% | 62% to 64% | 61% | 60% | Below 60% |

TABLE 3.3

All Elementary (K-5) Teachers receiving a State provided growth score

Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score.

1. Percentage of students who are reading at grade level, using AIMSweb ELA as the assessment tool during the academic school year.
2. Percentage of students scoring 3 or higher on all state assessments during the academic school year.

The Local Measure subcomponent score shall be the average of the preceding metrics (0-100%) converted to a 15 Point Score using Local Measures Conversion Charts. The average for these measures shall be calculated from the average scores of the students who actually sat for the assessments referenced in measures 1 and 2.

All Middle School (6-8) Teachers receiving a State provided growth score

Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score.

1. Average of achievement for grade 6-8 students taking the NWEA Measures of Academic Progress ELA assessment during the academic school year (NWEA provides a conversion to a 100 point scale).
2. Percentage of students scoring 3 or higher on all state assessments during the academic school year.

The Local Measure subcomponent score shall be the average of the preceding metrics (0-100%) converted to a 15 Point Score using Local Measures Conversion Charts. The average for these measures shall be calculated from the average scores of the students who actually sat for the assessments referenced in measures 1 and 2.

| <i>Local Measures of Student Achievement Conversion Chart 100 points to 15points</i> | |
|--|----------------------------|
| 100 point average | 15 point conversion |
| Ineffective | |
| 0-14 | 0 |
| 15-40 | 1 |
| 41-54 | 2 |
| Developing | |
| 55-56 | 3 |

| | |
|-------------------------|----|
| 57-58 | 4 |
| 59-60 | 5 |
| 61-62 | 6 |
| 63-64 | 7 |
| Effective | |
| 65-68 | 8 |
| 69-72 | 9 |
| 73-76 | 10 |
| 77-80 | 11 |
| 81-82 | 12 |
| 83-84 | 13 |
| Highly Effective | |
| 85-92 | 14 |
| 93-100 | 15 |

TABLE 3.13

All Elementary (K-5) Teachers excluding teachers receiving a State provided growth score

Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score.

1. Percentage of students who are reading at grade level, using AIMSweb ELA as the assessment tool during the academic school year.
2. Percentage of students scoring 3 or higher on all state assessments during the academic school year.

The Local Measure subcomponent score shall be the average of the preceding metrics (0-100%) converted to a 20 Point Score using Local Measures Conversion Charts. The average for these measures shall be calculated from the average scores of the students who actually sat for the assessments referenced in measures 1 and 2.

All Middle School (6-8) Teachers excluding teachers receiving a State provided growth score

Each teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score.

1. Average of achievement for grade 6-8 students taking the NWEA Measures of Academic Progress ELA assessment during the academic school year (NWEA provides a conversion to a 100 point scale).
2. Percentage of students scoring 3 or higher on all state assessments during the academic school year.

The Local Measure subcomponent score shall be the average of the preceding metrics (0-100%) converted to a 20 Point Score using Local Measures Conversion Charts. The average for these measures shall be calculated from the average scores of the students who actually sat for the assessments referenced in measures 1 and 2.

All High School (9-12) Teachers

Each high school teacher who is subject to the APPR shall use the following calculation for his/her Local Measures (LM) subcomponent score.

1. Percentage of seniors who have passed all five of the required Regents examinations by June in their fourth year of High School, not including those students who are eligible for alternative assessments.
2. Average of all State Assessment Achievement Scores from the June administration within Spencerport High School.

3. Percentage of AP assessment scores 3 or higher. The AP examinations administered in the academic school year are:

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Biology
- AP Chemistry
- AP Physics B
- AP English Language & Composition
- AP English Literature
- AP World History
- AP US History
- AP Government
- AP French
- AP Spanish
- AP Music Theory
- AP Graphic Design 2D

The Local Measure subcomponent score shall be the average of the preceding metrics (0-100%) converted to a 20 Point Score using Local Measures Conversion Charts. The five Regents exams shall be calculated using only those students who were part of the 9th grade cohort at Spencerport High School. The average for these measures shall be calculated from the average scores of the students who actually sat for the assessments referenced above.

| <i>Local Measures of Student Achievement Conversion Chart 100 points to 20 points</i> | |
|---|----------------------------|
| 100 point average | 20 point conversion |
| Ineffective | |
| 0-14 | 0 |
| 15-40 | 1 |
| 41-54 | 2 |
| Developing | |
| 55-56 | 3 |
| 57-58 | 4 |
| 59 | 5 |
| 60-61 | 6 |
| 62-63 | 7 |
| 64 | 8 |
| Effective | |
| 65-68 | 9 |
| 69-70 | 10 |
| 71-72 | 11 |
| 73-74 | 12 |

| | |
|-------------------------|----|
| 75-76 | 13 |
| 77-78 | 14 |
| 79-81 | 15 |
| 82-83 | 16 |
| 84 | 17 |
| Highly Effective | |
| 85-93 | 18 |
| 94-99 | 19 |
| 100 | 20 |

Table 4.5

Teacher Effectiveness Conversion Chart

| Total Average Rubric Score | Conversion score for composite |
|----------------------------|--------------------------------|
| INEFFECTIVE (0-49) | |
| 1.000 | 0 |
| 1.008 | 1 |
| 1.017 | 2 |
| 1.025 | 3 |
| 1.033 | 4 |
| 1.042 | 5 |
| 1.050 | 6 |
| 1.058 | 7 |
| 1.067 | 8 |
| 1.075 | 9 |
| 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 |
| DEVELOPING (50-56) | |
| 1.5 | 50 |
| 1.6 | 50 |
| 1.7 | 51 |
| 1.8 | 52 |
| 1.9 | 52 |
| 2 | 53 |
| 2.1 | 54 |
| 2.2 | 54 |
| 2.3 | 55 |
| 2.4 | 56 |
| EFFECTIVE (57-58) | |
| 2.5 | 57 |
| 2.6 | 57 |
| 2.7 | 57 |
| 2.8 | 57 |
| 2.9 | 57 |
| 3 | 58 |
| 3.1 | 58 |
| 3.2 | 58 |
| 3.3 | 58 |
| 3.4 | 58 |
| HIGHLY EFFECTIVE (59-60) | |
| 3.5 | 59 |
| 3.6 | 59 |
| 3.7 | 59 |
| 3.8 | 59 |
| 3.9 | 60 |
| 4.0 | 60 |

Improvement Plan

This (No.)-week Improvement Plan is individually developed to address performance areas in need of improvement. This Improvement Plan will be periodically reviewed in order to monitor the employee's progress in the areas identified as in need of improvement. A timeline with this (No.)-week period will be mutually established and agreed upon. Training and staff development opportunities as appropriate will be documented throughout this process.

NAME:

TITLE:

DEPARTMENT:

SUPERVISOR:

| Learning Standard | Area of Concern (based on Element and Indicator) | Actions, Strategies and Resources | Timeline (Benchmark & Checkpoints) | Evidence of Growth/Change (based on Effective criteria contained in the NYSUT Rubric) |
|--------------------------|---|--|---|--|
| | | | | |

Comments:

Signatures Acknowledge receipt of this document

Employee's Signature _____

Date: _____

Supervisor's Signature _____

Date: _____

K-5 Principals: Multiple Measures of Student Achievement

1. Percentage of students in school scoring 3 or higher on state assessments.
2. Percentage of students in the school who are reading at grade level, using AIMSweb ELA as the assessment tool during the academic school year.

Middle School Principal: Multiple Measures of Student Achievement

1. Average of achievement for grade 6-8 students taking the NWEA Measures of Academic Progress ELA assessment during the academic school year (NWEA provides a conversion to a 100 point scale).
2. Percentage of students scoring 3 or higher on all state assessments during the academic school year.

High School Principal: Multiple Measures of Student Achievement

1. Percentage of seniors who have passed all five of the required Regents examinations by June in their fourth year of High School, not including those students who are eligible for alternative assessments.
2. Average of all State Assessment Achievement Scores from the June administration within Spencerport High School.
3. Percentage of AP assessment scores 3 or higher. The AP examinations administered in the academic school year are:

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP Biology
- AP Chemistry
- AP Physics B
- AP English Language & Composition
- AP English Literature
- AP World History
- AP US History
- AP Government
- AP French
- AP Spanish
- AP Music Theory
- AP Graphic Design 2D

(continued)

These measures of student achievement will be averaged equally and converted to a 15 point score as follows:

| Percentage | 15 Point Conversion |
|-------------------------|---------------------|
| HIGHLY EFFECTIVE | |
| 96 – 100% | 15 |
| 90 – 95% | 14 |
| EFFECTIVE | |
| 88 – 89% | 13 |
| 86 - 87% | 12 |
| 84 - 85% | 11 |
| 81 - 83% | 10 |
| 78 - 80% | 9 |
| 75 – 77% | 8 |
| DEVELOPING | |
| 72 – 74% | 7 |
| 69 – 71% | 6 |
| 65 - 68% | 5 |
| 60 – 64% | 4 |
| 55 – 59% | 3 |
| INEFFECTIVE | |
| 50 – 54% | 2 |
| 25 – 49% | 1 |
| 0 -24% | 0 |

Principal Improvement Plan

This (No.)-week Improvement Plan is individually developed to address performance areas in need of improvement. This Improvement Plan will be periodically reviewed in order to monitor the principal's progress in the areas identified as in need of improvement. A timeline with this (No.)-week period will be mutually established and agreed upon. Training and staff development opportunities as appropriate will be documented throughout this process.

NAME:

SCHOOL:

SUPERVISOR:

| Area of Concern | Educational/Standards based Goals | Actions, Strategies and Resources | Timeline (Benchmark & Checkpoints) | Evidence of Growth/Change |
|-----------------|-----------------------------------|-----------------------------------|------------------------------------|---------------------------|
| | | | | |

Comments:

Signatures Acknowledge receipt of this document

Employee's Signature _____

Date: _____

Supervisor's Signature _____

Date: _____

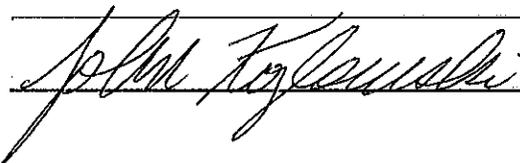
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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

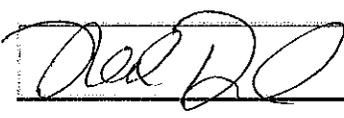
Superintendent Signature: Date:

 12/21/12

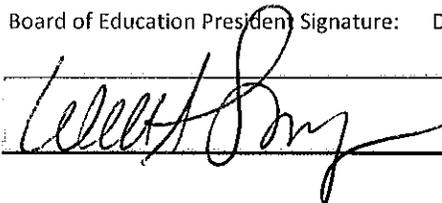
Teachers Union President Signature: Date:

 12/21/12

Administrative Union President Signature: Date:

 12/21/12

Board of Education President Signature: Date:

 12/21/12