



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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Albany, New York 12234

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December 12, 2012

Anthony J. Day, Superintendent  
Sweet Home Central School District  
1901 Sweet Home Road  
Amherst, NY 14228

Dear Superintendent Day:

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: Donald Ogilvie

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

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

# Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 15, 2012

Updated Monday, November 05, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 140207060000

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

*140207060000*

#### 1.2) School District Name: SWEET HOME CSD

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

*SWEET HOME 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 Tuesday, May 15, 2012

Updated Friday, December 07, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Sweet Home Developed Grade K English Language Arts Assessment
1	District, regional, or BOCES-developed assessment	Sweet Home Developed Grade 1 English Language Arts Assessment
2	District, regional, or BOCES-developed assessment	Sweet Home Developed Grade 2 English Language Arts 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.	Teachers will examine baseline data sets including prior achievement results as well as baseline assessments for the purpose of setting specific end of your growth targets on the identified assessments for each individual student. HEDI points will be allocated based on the percentage of students that have successfully met or exceeded their individual growth targets. Targets for SLOs shall be established by teachers and approved by lead evaluators. The scoring bands listed below will be utilized to determine the number of points assigned to teachers. See graphic upload.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met 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	Sweet Home Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	Sweet Home Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Sweet Home Developed Grade 2 Math Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will examine baseline data sets including prior achievement results as well as baseline assessments for the purpose of setting specific end of your growth targets on the identified assessments for each individual student. HEDI points will be allocated based on the percentage of students that have successfully met or exceeded their individual growth targets. Targets for SLOs shall be established by teachers and approved by lead evaluators. The scoring bands listed below will be utilized to determine the number of points assigned to teachers. See graphic upload.
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met 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	Sweet Home Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Sweet Home Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers will examine baseline data sets including prior achievement results as well as baseline assessments for
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	the purpose of setting specific end of your growth targets on the identified assessments for each individual student. HEDI points will be allocated based on the percentage of students that have successfully met or exceeded their individual growth targets. Targets for SLOs shall be established by teachers and approved by lead evaluators. The scoring bands listed below will be utilized to determine the number of points assigned to teachers. See graphic upload.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met 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	Sweet Home Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Sweet Home Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Sweet Home Developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teachers will examine baseline data sets including prior achievement results as well as baseline assessments for the purpose of setting specific end of your growth targets on the identified assessments for each individual student. HEDI points will be allocated based on the percentage of students that have successfully met or exceeded their individual growth targets. Targets for SLOs shall be
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established by teachers and approved by lead evaluators. The scoring bands listed below will be utilized to determine the number of points assigned to teachers. See graphic upload.

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

Point values for the rating of "Highly Effective" range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.

Effective (9 - 17 points) Results meet District goals for similar students.

The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered "Effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered "Effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.

Developing (3 - 8 points) Results are below District goals for similar students.

Point values for the rating of "Developing" range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.

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

Point values for the rating of "Ineffective" range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met 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	Sweet Home Developed Global 1 Assessment

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

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

Teachers will examine baseline data sets including prior achievement results as well as baseline assessments for the purpose of setting specific end of your growth targets on the identified assessments for each individual student. HEDI points will be allocated based on the percentage of students that have successfully met or exceeded their

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Developing (3 - 8 points) Results are below District goals for similar students.

Point values for the rating of "Developing" range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.

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

Point values for the rating of "Ineffective" range from 0-2, corresponding with a low of  $\leq 14\%$  of students who met the target and a high of 44% of students who met 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.

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Developing (3 - 8 points) Results are below District goals for similar students.	Point values for the rating of "Developing" range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Point values for the rating of "Ineffective" range from 0-2, corresponding with a low of $\leq 14\%$ of students who met the target and a high of 44% of students who met 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.	Teachers will examine baseline data sets including prior achievement results as well as baseline assessments for the purpose of setting specific end of your growth targets on the identified assessments for each individual student. HEDI points will be allocated based on the percentage of students that have successfully met or exceeded their individual growth targets. Targets for SLOs shall be established by teachers and approved by lead evaluators. The scoring bands listed below will be utilized to determine the number of points assigned to teachers. See graphic upload.
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Developing (3 - 8 points) Results are below District goals for similar students.

Point values for the rating of "Developing" range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.

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

Point values for the rating of "Ineffective" range from 0-2, corresponding with a low of  $\leq 14\%$  of students who met the target and a high of 44% of students who met 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	Sweet Home Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Sweet Home Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS English Language Arts Regents assessment

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

Teachers will examine baseline data sets including prior achievement results as well as baseline assessments for the purpose of setting specific end of your growth targets on the identified assessments for each individual student. HEDI points will be allocated based on the percentage of students that have successfully met or exceeded their individual growth targets. Targets for SLOs shall be established by teachers and approved by lead evaluators. The scoring bands listed below will be utilized to determine the number of points assigned to teachers. See graphic upload.

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Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.

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

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met 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
Elementary Art, Music	District, Regional or BOCES-developed	Sweet Home Developed assessment by grade level for each of the special subject areas.
Enrichment 3	District, Regional or BOCES-developed	Sweet Home Developed Enrichment 3 Assessment
Science 4	State Assessment	4th Grade NYS Science Assessment
Elementary Reading Support	School/BOCES-wide/group/team results based on State	NYS English Language 4 and NYS English Language 5 Assessment
Elementary Band, Orchestra	District, Regional or BOCES-developed	Sweet Home Developed Performing Music assessment
Elementary Physical Education	District, Regional or BOCES-developed	Sweet Home Developed Physical Education Assessment Grades K-5
ESL - all grades	State Assessment	Summative NYSESLAT Assessment
Home and Careers 6,7	District, Regional or BOCES-developed	Sweet Home Developed Home and Careers Assessment 6,7
Technology Education- Grades 6/7/8	District, Regional or BOCES-developed	Sweet Home Developed Technology Assessment 6,7,8
Health 6,7	District, Regional or BOCES-developed	Sweet Home Developed Assessment for Health 6 and Health 7
Art 6,7,8	District, Regional or BOCES-developed	Sweet Home Developed assessment for Art 6, Art 7, and Art 8.
Middle Level Reading Support	School/BOCES-wide/group/team results based on State	NYS English Language Arts 6 Assessment, NYS English Language Arts 7 Assessment, NYS English Language Arts 8 Assessment
Physical Education 6,7,8	District, Regional or BOCES-developed	Sweet Home Developed Assessment for elementary physical education in grades 6-8

French 7,8	District, Regional or BOCES-developed	Sweet Home Developed assessment for each course.
German 7,8	District, Regional or BOCES-developed	Sweet Home Developed assessment for each course.
Spanish 7,8	District, Regional or BOCES-developed	Sweet Home Developed assessment for each course.
Computer Skills 7,8	District, Regional or BOCES-developed	Sweet Home Developed assessment for each course.
Studio in Art	District, Regional or BOCES-developed	Sweet Home Developed assessment for Studio in Art.
Art Level 2, Art Level 3, Art Level 4, Art level 5, Art 6,level AP Art	District, Regional or BOCES-developed	Sweet Home Developed assessment for each course.
Physical Education 9	District, Regional or BOCES-developed	Sweet Home Developed assessment for Physical Education 9.

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.	Teachers will examine baseline data sets including prior achievement results as well as baseline assessments for the purpose of setting specific end of your growth targets on the identified assessments for each individual student. HEDI points will be allocated based on the percentage of students that have successfully met or exceeded their individual growth targets. Targets for SLOs shall be established by teachers and approved by lead evaluators. The scoring bands listed below will be utilized to determine the number of points assigned to teachers. See graphic upload.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.
Effective (9 - 17 points) Results meet District goals for similar students.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below District goals for similar students.	Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met 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)

[assets/survey-uploads/5364/130001-avH4IQNZMh/2.10 AllOtherCourses120712.pdf](#)

## 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/5364/130001-TXEttx9bQW/Growth20%PointsTable\\_2.pdf](#)

## 2.12) Locally Developed Controls

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

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

*Not applicable*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked

2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, May 15, 2012

Updated Tuesday, December 11, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Sweet Home Developed Grade 4 English Language Arts Assessment
5	6(ii) School wide measure computed locally	Sweet Home Developed Grade 5 English Language Arts Assessment

6	6(ii) School wide measure computed locally	Sweet Home Developed Grade 6 English Language Arts Assessment
7	6(ii) School wide measure computed locally	Sweet Home Developed Grade 7 English Language Arts Assessment
8	6(ii) School wide measure computed locally	Sweet Home Developed Grade 8 English Language Arts Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The identified assessments will be used to measure student achievement. After meeting with teachers to review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments.</p> <p>All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.</p> <p>See the uploaded graphic for specific points distribution.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Highly Effective” range from 14-15 with a low of 81% of students who met the target and a high of greater than 85% of students who met the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The HEDI scoring bands were created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 13 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 8 points. Point values between 8 and 13 were then determined associated with percentages of students who met the target ranging from 61% to 80%.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Developing” range from 3-7 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target.

### 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	Sweet Home Developed Grade 4 Math Assessment
5	6(ii) School wide measure computed locally	Sweet Home Developed Grade 5 Math Assessment
6	6(ii) School wide measure computed locally	Sweet Home Developed Grade 6 Math Assessment
7	6(ii) School wide measure computed locally	Sweet Home Developed Grade 7 Math Assessment
8	6(ii) School wide measure computed locally	Sweet Home Developed Grade 8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The identified assessments will be used to measure student achievement. After meeting with teachers to review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments.</p> <p>All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.</p> <p>See the uploaded graphic for specific points distribution.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Highly Effective” range from 14-15 with a low of 81% of students who met the target and a high of greater than 85% of students who met the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The HEDI scoring bands were created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 13 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 8 points. Point values between 8 and 13 were then determined associated with percentages of students who met the target ranging from 61% to 80%.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Developing” range from 3-7 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target.

### 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/5139/130004-rhJdBgDruP/LocalAssess15PointScale121112.pdf>

## 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	Sweet Home Developed Kindergarten ELA Assessment
1	6(ii) School-wide measure computed locally	Sweet Home Developed Grade 1 ELA Assessment
2	6(ii) School-wide measure computed locally	Sweet Home Developed Grade 2 ELA Assessment
3	6(ii) School-wide measure computed locally	Sweet Home Developed Grade 3 ELA Assessment

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.	<p>The identified assessments will be used to measure student achievement. After meeting with teachers to review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments.</p> <p>All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or</p>
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surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.

See the uploaded graphic for specific points distribution.

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

Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.

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

The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.

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

Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.

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

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target.

### 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	Sweet Home Developed Kindergarten Math Assessment
1	6(ii) School-wide measure computed locally	Sweet Home Developed Grade One Math Assessment
2	6(ii) School-wide measure computed locally	Sweet Home Developed Grade Two Math Assessment
3	6(ii) School-wide measure computed locally	Sweet Home Developed Grade Three Math Assessment

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

The identified assessments will be used to measure student achievement. After meeting with teachers to

this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments.
	All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.
	See the uploaded graphic for specific points distribution.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target.

### 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	Sweet Home Developed Grade 6 Science Assessment
7	6(ii) School wide measure computed locally	Sweet Home Developed Grade 7 Science Assessment
8	6(ii) School wide measure computed locally	8th Grade NYS Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The identified assessments will be used to measure student achievement. After meeting with teachers to
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments. For the 8th Grade NYS Science Assessment, proficiency will be established as performance at levels three or four.
	All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.
	See the uploaded graphic for specific points distribution.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target.

### 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	Sweet Home Developed Grade 6 Social Studies Assessment
7	6(ii) School wide measure computed locally	Sweet Home Developed Grade 7 Social Studies Assessment
8	6(ii) School wide measure computed locally	Sweet Home Developed Grade 8 Social Studies Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The identified assessments will be used to measure student achievement. After meeting with teachers to review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments. For All Regents examinations, proficiency will be set as 65 points.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.</p> <p>See the uploaded graphic for specific points distribution.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Point values for the rating of "Highly Effective" range from 18-20 with a low of 81% of students who met the target and a high of &gt;90% of students who met the target.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered "Effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered "Effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Point values for the rating of "Developing" range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Point values for the rating of "Ineffective" range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target.</p>

### 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	Sweet Home Developed Global 1 Assessment
Global 2	6(ii) School wide measure computed locally	Global History Regents Examination

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.

The identified assessments will be used to measure student achievement. After meeting with teachers to review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments. For All Regents examinations, proficiency will be set as 65 points. All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.

See the uploaded graphic for specific points distribution.

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

Point values for the rating of "Highly Effective" range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.

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

The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered "Effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered "Effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.

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

Point values for the rating of "Developing" range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.

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

Point values for the rating of "Ineffective" range from 0-2, corresponding with a low of  $\leq 14\%$  of students who met the target and a high of 44% of students who met the target.

### 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	Living Environment Regents Examination
Earth Science	6(ii) School wide measure computed locally	Earth Science Regents Examination
Chemistry	6(ii) School wide measure computed locally	Chemistry Regents Examination
Physics	6(ii) School wide measure computed locally	Physics Regents Examination

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.	<p>The identified assessments will be used to measure student achievement. After meeting with teachers to review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments. For All Regents examinations, proficiency will be set as 65 points.</p> <p>All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.</p> <p>See the uploaded graphic for specific points distribution.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of "Highly Effective" range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered "Effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered "Effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of "Developing" range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Point values for the rating of "Ineffective" range from 0-2, corresponding with a low of ≤14% of students who met the

for grade/subject.

target and a high of 44% of students who met the target.

### 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	Algebra Regents Examination
Geometry	6(ii) School wide measure computed locally	Geometry Regents Examination
Algebra 2	6(ii) School wide measure computed locally	Algebra 2 Regents Examination

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.	<p>The identified assessments will be used to measure student achievement. After meeting with teachers to review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments. For All Regents examinations, proficiency will be set as 65 points.</p> <p>All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.</p> <p>See the uploaded graphic for specific points distribution.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of "Highly Effective" range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered "Effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered "Effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the

target ranging from 61% to 80%.

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

Point values for the rating of "Developing" range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.

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

Point values for the rating of "Ineffective" range from 0-2, corresponding with a low of  $\leq 14\%$  of students who met the target and a high of 44% of students who met the target.

### 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	Sweet Home Developed ELA 9 Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Sweet Home Developed ELA 10 Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS English Language Arts Regents Assessment

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

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

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

The identified assessments will be used to measure student achievement. After meeting with teachers to review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments. For All Regents examinations, proficiency will be set as 65 points. All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.

See the uploaded graphic for specific points distribution.

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

Point values for the rating of "Highly Effective" range from 18-20 with a low of 81% of students who met the target and a high of  $>90\%$  of students who met the target.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target.

### 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
Elementary Art, Music	6(ii) School wide measure computed locally	Sweet Home Developed assessment by grade level for each of the special subject areas.
Enrichment 3	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for Enrichment in Grade Three
Science 4	6(ii) School wide measure computed locally	4th NYS Science Assessment
Elementary Reading Support	6(ii) School wide measure computed locally	Sweet Home ELA Grade Level Assessments
Elementary Band, Orchestra	6(ii) School wide measure computed locally	Sweet Home Developed assessment for elementary performing music
Elementary Physical Education	6(ii) School wide measure computed locally	Sweet Home Developed assessment for elementary physical education in grades K-5
ESL- All Grades	6(ii) School wide measure computed locally	NYSESLAT for ESL- all grade levels
Home and Careers 6,7	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for HCS in grades 6,7
Technology Education-Grades 6,7,8	6(ii) School wide measure computed locally	Sweet Home Developed assessment for Tech 6, Tech 7, Tech 8
Health 6,7	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for Health in grades 6,7
Art- Gr.6,7,8	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for Art in grades 6,7,8
Middle Level Reading Support- Gr. 6,7,8	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for ELA in grades 6,7,8

Physical Education 6,7,8	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for Physical Education in grades 6,7
French 7,8	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for French in grades 7,8
German 7,8	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for German in grades 7,8
Spanish 7,8	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for Spanish in grades 7,8
Computer Skills 7,8	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for Computer Skills in grades 7,8
Studio in Art	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for Studio in Art
Photo 1, Photo 2, Art Level 2, Art Level 3, Art Level 4, Art Level 5, Art Level 6, AP Art	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for Photo 1, Photo 2, High School Art Levels 2,3,4,5,6 and Ap
Physical Education 9	6(ii) School wide measure computed locally	Sweet Home Developed Assessment for Phys Ed 9

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The identified assessments will be used to measure student achievement. After meeting with teachers to review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments. For the 4th Grade NYS Science Assessment, proficiency will be established as performance at levels three or four.</p> <p>All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.</p> <p>See the uploaded graphic for specific points distribution.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered

“Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.

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

Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.

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

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of  $\leq 14\%$  of students who met the target and a high of 44% of students who met the target.

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

[assets/survey-uploads/5139/130004-Rp0Ol6pk1T/3\\_12\\_AllOtherCourses120512.pdf](#)

### 3.13) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/130004-y92vNseFa4/LocallySelected20%Table.pdf](#)

### 3.14) Locally Developed Controls

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

*Not applicable*

### 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.

*Teachers will utilize one locally selected measure based upon the course taught with highest enrollment. Teachers will not need to combine results of multiple locally selected assessments.*

### 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
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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
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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, May 15, 2012

Updated Monday, December 03, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Marzano's Causal Teacher Evaluation Model*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	33
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	27

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.

*The observer will utilize the Marzano Causal Teacher Evaluation Model rubrics to make judgments during the observation sessions. Scores are calculated by lesson segment. Lesson segments are subdivided by essential design questions. Each design question has primary trait rubrics for the critical elements of the evaluation model that imply best practices associated with the design question. The observer determines during the lesson the design question(s) to focus on within each lesson segment based on what is being observed. The primary trait rubric(s) for the element being observed is used to make judgments and provide feedback. Elements which are not observed are not rated during the observation. Rubric scores for each element are calculated on a 0-4 point scale (including 1/2 point variables). The scores for each element are averaged to determine the overall score for the design questions that were observed. The overall scores for each design question are*

averaged to determine an overall score for each lesson segment.

A weighting factor is applied to each segment to calculate the total observed score for that segment. In order to determine the total observed score, rubric scores associated with content segments are weighted at three times, rubric scores associated with routine segments are weighted at two times, and rubric scores associated with segments enacted on the spot are not weighted.

The observation section is associated with the 41 rubrics assigned to Domain 1 of the Marzano Causal Teacher Evaluation Model. The Domain 1 Score is responsible for 55% (33 points) of the overall teacher point value of 60 points.

The District shall use a structured review of teacher artifact evidence to evaluate a teacher's performance for the remaining 27 points. Teachers will participate in a summative conference with their lead evaluator to reflect upon their understanding, knowledge and skill for each of the seven New York State Teaching Standards listed below:

1. Knowledge of Students and Student Learning
2. Knowledge of Content and Instructional Planning
3. Instructional Practice
4. Learning Environment
5. Assessment for Student Learning
6. Professional Responsibilities and Collaboration
7. Professional Growth

The conference represents an opportunity for the teacher and administrator to engage in reflection and dialogue around the teacher's professional growth as measured by the indicators in the NYS Teaching Standards and accompanying Domain Rubrics of the Marzano Causal Teacher Evaluation Model. The lead evaluator may schedule the APPR conference for tenured teachers at any point in the second half of the school year. Probationary teachers will be scheduled for their APPR conference during the final three months of the school year. The APPR conference can only occur after the teacher's observations (both announced and unannounced) have been completed. Teachers shall be given at least two weeks notice of the date of the APPR conference or sooner if approved by the teacher.

The lead administrator will prompt the teacher to discuss their practice and its reflection of their understanding of the critical elements established by Domains Two, Three and Four of the Marzano Causal Model.

To help substantiate his or her reflections, each teacher is encouraged to bring evidence (artifacts) of their practice that demonstrates his or her understanding, knowledge and skill for each domain. These artifacts should be products created as the natural result of one's practice. Teachers should consider including artifacts as outlined in Appendix D.

Materials submitted as artifacts shall be retained until the scoring is complete at which time it will be returned to the teacher. Such materials will not be copied, disseminated or otherwise made public without the teacher's written agreement.

The evaluator shall reflect upon the dialogue and the artifact/evidence submitted to evaluate a teacher's performance for the remaining 27 points.

- The teacher's understanding, knowledge and skill development for each of the elements of Domains Two, Three and Four (as supported by the dialogue between the teacher and lead evaluator and any artifacts submitted as part of that conversation), will be judged using the scales from Domain 2, 3, and 4 of the Marzano Causal Teacher Evaluation Model.
- The evaluator will assign a rubric score for all indicators for which he/she has ample evidence to make a judgment. Evaluators may choose to apply "NA" if there is insufficient evidence to make a valid judgment or if the indicator is not applicable to the teacher.
- Each domain (Two/Three/Four) will receive a score between 1-4 that is created by averaging the 1-4 scores from its associated elements.

#### Scoring Methodology for the Assignment of Points

A single rubric score (four-point scale) will be calculated for each Domain from the average of rubric scores utilized in judgment of the specific elements within each Domain based upon portfolio artifacts and conference dialogue.

The average rubric score for each domain will be weighted as follows:

Domain 1 – Marzano Causal Teacher Evaluation Model: 55% (33 points – observations)

Domain 2 – Marzano Causal Teacher Evaluation Model: 25% (15 points)

Domain 3 – Marzano Causal Teacher Evaluation Model: 10% (6 points)

Domain 4 – Marzano Causal Teacher Evaluation Model: 10% (6 points)

These weightings will create a final overall average rubric score for the purposes of assigning APPR points under this subcomponent. The following conversion scale will be used to translate the overall average rubric scores for each domain to the 60-point distribution for the composite teacher score.

Level Overall rubric average score 60 point distribution for composite

*Ineffective 1-1.4 0-49*  
*Developing 1.5-2.4 50-56*  
*Effective 2.5-3.4 57-58*  
*Highly Effective 3.5-4 .0 59-60*

*The detailed conversion look-up table (see uploaded graphic) is used to convert the average weighted rubric score to a specific teacher score for the other measures of teacher effectiveness sub-component. The component score will be reported to NYSED in whole numbers.*

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/5091/130005-eka9yMJ855/4.5-OtherMeasuresConversionTable.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall weighted average rubric score of 3.5-4.0- 59-60 point conversion.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall weighted average rubric score of 2.5-3.4- 57-58 point conversion.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall weighted average rubric score of 1.5-2.4 50-56 point conversion.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall weighted average rubric score of 1.0-1.4- 0-49 point conversion.

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, May 15, 2012

Updated Tuesday, October 02, 2012

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## Page 1

### **Standards for Rating Categories**

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

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, May 15, 2012

Updated Monday, December 03, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/130007-Df0w3Xx5v6/6.2 TchrImprvPlanTemplate.pdf](#)

### 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:

*A teacher is not authorized to trigger the appeal process until he or she receives a composite score from his/her lead evaluator. Depending on the assessment used, a score may not be available until after the end of the school year. Teachers must receive their composite scores no later than September 1 of the school year next following the school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before September 1, when the teacher receives his or her composite score.*

Only a SHEA member who is covered by N.Y. Education Law § 3012-c (“SHEA Member” or “teacher”) may appeal the result of a performance review and/or an improvement plan pursuant to the following procedure:

a. A tenured SHEA Member may appeal their composite score and HEDI label only if he/she receives a composite score and rating of “ineffective” or “developing.” For a tenured teacher who receives a rating of “highly effective”, or “effective” or a non-tenured teacher who received any rating, including “ineffective”, the lead evaluator’s determination shall be final.

b. A SHEA Member may only appeal the substance of an APPR, the District’s adherence to the statutory standards and methodologies required for such review, the District’s compliance with its own procedures and timelines for conducting the APPR and the Regulations of the Commissioner of Education and/or the issuance or implementation of a teacher improvement plan (“TIP”). A teacher may not file multiple appeals regarding the same APPR or TIP.

c. Such challenge must be submitted in writing to the lead evaluator performing the review, together with any supporting documentation no later than September 20th. The challenge must explain in detail the specific reason(s) why the matter identified is the subject of the challenge. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

d. The lead evaluator involved will schedule a meeting within ten (10) calendar days of their receipt of the written appeal to discuss the challenge. A SHEA member may select an Association representative to participate in the meeting.

e. Within fifteen (15) calendar days of the meeting with the SHEA member to discuss the challenge, the lead evaluator who issued the APPR and/or TIP shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. If the teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

f. If a tenured SHEA Member received a rating of “ineffective” or “developing” and disagrees with the lead evaluator’s response to the challenge, the teacher may appeal to the Superintendent of Schools. The SHEA member will submit the challenge, the lead evaluator’s response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within fourteen (14) calendar days of receipt of the lead evaluator’s response.

g. The Superintendent of Schools will schedule a meeting within fourteen (14) calendar days of receipt of the written appeal to discuss the merits of the appeal. The tenured SHEA Member may select an Association representative to participate in the meeting.

h. The Superintendent shall render a final determination in writing on the challenge within fourteen (14) calendar days of the meeting to hear the appeal. The Superintendent may uphold the original rating, modify the rating, or order a timely re-evaluation in compliance with §3012.c. The decision of the Superintendent shall be final and binding.

i. Nothing in this section shall be construed to alter or diminish the authority of the governing body of a school district or board of cooperative educational services to grant or deny tenure to or terminate probationary teachers or probationary building principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher’s or principal’s performance that is the subject of the appeal.

## 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.

*The District will establish procedures to train and certify lead evaluators. The District will use a combination of the training programs listed below to establish proficiency and certify lead evaluators:*

- Direct training contracted from Learning Sciences International on the Marzano Causal Teaching Rubric and Art Science of Teaching Framework (August 20-21, 2012).
- Utilize monthly administrative cabinet meetings to collectively examine teaching vignettes and discuss proper use of evidence to make reliable judgments utilizing Marzano Causal Rubric.
- Conduct training on Domain 1 Rubrics and Framework for entire teaching and administrative staff (November 2, 2012).

- *Direct training on the iObservation web-based utility for archiving and communicating APPR ratings from Learning Sciences International and Erie 1 BOCES (October 27, 2012).*
- *Training on Marzano Framework at particular faculty meetings held during the 2012-2013 school year in all school buildings.*
- *Online training on the Marzano Causal Teaching Rubric and Marzano Administrator Evaluation System provided by Learning Sciences International (8 specific 30-hour online courses, two of which will be available to all staff in 2012-13.*
- *The following books have been purchased for administrators and used in various training sessions throughout the past two years:*
  - o The Art Science of Teaching*
  - o Handbook for the Art and Science of Teaching*
  - o Designing Teaching Learning Goals Objectives o Formative Assessment Standards-Based Grading o The Highly Engaged Classroom*
  - o The Strategic Teacher*
  - o Becoming a Reflective Teacher*

*Inter-rater reliability for all lead evaluators will be facilitated by individual and small group scoring of teacher videos provided by the District, ASCD, Learning Sciences International, and SED. Principals will practice utilizing rubrics associated with the Marzano Causal Teaching Evaluation System to judge videos of lessons. The scores will be calibrated and practice will continue until inter-rater reliability is assured. Inter-rater reliability training will take place during the summer of 2012 and during the first three months of the 2012-13 school year.*

*The Superintendent of Schools shall certify all lead evaluators and evaluators annually at the completion of the training sessions. Re-certification will occur on an annual basis.*

## 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, May 15, 2012

Updated Monday, December 03, 2012

## Page 1

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

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

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

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

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

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, May 15, 2012

Updated Tuesday, December 11, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory
6-8	(d) measures used by district for teacher evaluation	NYS Intermediate Science Assessment
6-8	(d) measures used by district for teacher evaluation	NYS Living Environment Regents Examination
9-12	(g) % achieving specific level on Regents or alternatives	NYS English Language Arts Regents Examination
9-12	(g) % achieving specific level on Regents or alternatives	NYS Living Environment Regents
9-12	(g) % achieving specific level on Regents or alternatives	NYS Algebra Regents
9-12	(g) % achieving specific level on Regents or alternatives	NYS Global History Regents
9-12	(g) % achieving specific level on Regents or alternatives	NYS United States History and Government Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Principals contribution to student achievement will be guided by a district-wide goal setting process to produce Local Achievement Targets (LAT) to be mutually agreed upon between the principals and the Superintendent.  At the Elementary Level, In the 2012-13 school year, students in grades three to five will take the Scholastic
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Reading Assessment published by the Scholastic Reading Company which has been approved by the New York State Education Department as a local evaluative tool. They will take the assessment as a baseline measure in September and as a summative measure in the May.

In the 2012-13 school year, the local achievement target shall be 80% of the third through fifth grade students will successfully achieve to one of two standards:

- Achieve to a level of nationally determined proficiency as determined by a target Lexile Score approved by a committee of administrators. Recommended end-of-year achievement targets:

- Grade Three 600 lexiles
- Grade Four 750 lexiles
- Grade Five 850 lexiles.

- Make 75 lexiles of growth in May from the baseline assessment.

The target established for the middle school principal (grades 6-8 configuration) will be based on the New York State Intermediate Science Assessment rate of proficiency and the performance of Eighth grade students on the New York State Living Environment Regents Exam.

The average of two scores will comprise the local achievement score for the Middle School Principal:

- the percentage of students scoring at Levels 3 or 4 on the NYS Science Assessment or achieving a score of 65 or better the NYS Living Environment Regents Examination.

- the percentage of students scoring above the aspirational score-80 -on either the New York State Science Assessment prior to conversion to a 1-4 level or the New York State Living Environment Assessment.

The LAT for the middle school principal will be 80.

The target established in 2012-13 for the high school principal (grades 9-12 configuration) will be based on student performance on the five required New York State Regents Examinations: Integrated Algebra, Global Studies, United States History, Living Environment and English Language Arts (June administration- first administration only).

For the 2012-13 school year, the local assessment target will be established by averaging two achievement performances:

1. The percent of students achieving a proficient score of 65 on each of five NYS June Regents examinations.

2. The percent of students achieving at or beyond the following levels on each of five NYS June Regents examinations:

- a. NYS ELA Regents 75
- b. NYS Global History 75
- c. United States History and Government 75
- d. Algebra Assessment 80
- e. NYS Living Environment Assessment 80

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100 % of students meeting the target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	61-80% of students meeting the target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45-60% of students meeting the target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-44% of students meeting the target

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/5366/130009-qBFVOWF7fC/8.1 Locally Selected Measures for Principals with Approved Value-added Measure121112.pdf*

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

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

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

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

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

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

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

- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)

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 adjustments, controls, or other special consideration will be used in setting targets for local measures for administrators.*

### 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.

*(No response)*

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 15, 2012

Updated Monday, December 03, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*McRel Principal Evaluation System*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

### *Element A Supervisory Visits*

#### *Principal Portfolio*

*APPR Conferences (School year August 1- July 31)*

#### *Description of Element:*

*Each principal will be evaluated using the elements of the McREL Principal Assessment system. The use of the McREL model demands the acquisition of evidence upon which to base judgments in the three main domains: Focus of Leadership, Managing Change, and Purposeful Community. Evidence gathering will take place through structured site visits by the Superintendent, Assistant Superintendents and a trained outside evaluator if identified and agreed to by both the District and the Sweet Home Administrators and Supervisors Association. Additionally, each principal will maintain a professional portfolio of evidence related to the three major domains of the McREL model.*

#### *Description of Process:*

*Throughout the school year, the Superintendent and other trained evaluators will make site visits to gather evidence of effective leadership practice in supervisory and extended site visits. These visits will result in formative feedback and scoring based upon the McREL Principal Evaluation tool.*

#### *Feedback/ Review Process*

*During January, the Superintendent and Building Principal will meet to review status/progress of goals as well as areas of potential professional growth, building management, and topics pertinent to the principal's professional development. The Superintendent will assign formative scores on the McREL Principal Rubric based on evidence gathered to date in supervisory visits and in extended day visits by trained evaluators.*

*By July 15th, the Building Principal must present his/her portfolio (description below) to the Superintendent.*

*By August 15th, the Superintendent and Building Principal will meet for the purposes of an Annual Professional Performance Review conference. Superintendent and Principal may refer to his or her Portfolio and his or her annual goals during this conference. The context of the conference will involve Principal's strengths and areas for improvement as well as the Principal's Self-Evaluation using the McRel Principal Evaluation System.*

*After the conference has taken place, the Superintendent will write a narrative account of the meeting that will address principal's growth and strength in each of the APPR leadership categories. The formative supervisory visits, extended site visits, administrator portfolio and APPR conference will be used as evidence to provide a final summative evaluation score in each specific dimension of the McRel Principal Evaluation System.*

#### *Supervisory Visits:*

*The Superintendent will conduct a minimum one supervisory visit during each month of the school year. These supervisory visits will*

*alternate between an announced visit and an unannounced visit. Each supervisory visitation will include building/classroom “walk-throughs” and/or a discussion with the Principal regarding school leadership, initiative leadership and management efforts. The Superintendent and the Principal will also monitor Principal planning and facilitation for observation conferences and key meetings in the building.*

#### *Extended Site Visits*

*Central office administrators and, when identified, trained outside evaluators will make extended site visits to each building. These extended visits will provide a basis for gathering evidence used to provide feedback to the Principal on his/ her growth in varied domains of the McREL Principal Evaluation system. Up to three extended site visitations of at least three hours duration will take place.*

- All extended site visitations will require at least one week’s notice given to the Principal.*
- One of the Assistant Superintendents will conduct an extended site visit during the first semester of the school year. This visit will be announced at least one week in advance of the site visit.*
- When the District and SHASA can mutually identify a trained outside evaluator by October 1st of each year, an additional extended school visit by the identified trained outside evaluator will take place prior to the February Winter Break.*
- The Superintendent will make at least one extended site visitation during the second semester of each school year. This site visit will take place prior to the end of May of each year.*

*During extended site visits, the Superintendent or other evaluating administrator will conduct classroom walkthroughs, attend meetings facilitated by the Principal with staff, review the Principal’s portfolio (see below) and engage in discussions with the Principal and individuals representative of the school community. The content of all conversations with the school community will be communicated to the Principal.*

*At the conclusion of each extended site visit, the evaluator will offer formative judgments of all applicable elements of the McREL Principal Evaluation system. Any rating of a “1” requires a written rationale and specific suggestions for improvement. A rating of NA may be given if suitable evidence is not available to make any sort of valid judgment.*

#### *Portfolio Description:*

*The Principal’s portfolio must be constructed using the McREL Principal Evaluation system. The portfolio will be constructed using the three domains of the McREL Principal Evaluation system:*

- 1) Purposeful Community*
- 2) Managing Change*
- 3) Leadership Focus*

#### *Administrator Portfolio/ Summative Conference:*

*Principals will submit evidence from the current school year applicable to each domain and ISLLC standard. The portfolio will also contain information, feedback, and documents related to Element B.*

*On an annual basis, each principal will meet with the superintendent in a summative/ portfolio conference. The conference represents an opportunity for the principal and superintendent to engage in reflection and dialogue around the principal’s professional growth as measured by the indicators in the ISLLC Standards and accompanying Domain Rubrics of the McREL Principal Evaluation System. The superintendent will prompt the principal to discuss how the artifacts chosen by the principal are representative of professional growth, understanding, and skill development in each of the three major domains of the McREL Principal Evaluation System.*

*The final component of the Building Principal’s Portfolio will be a self-evaluation using the McREL Rubric. This self-evaluation will be incorporated throughout the discussion between Building Principal and Superintendent at the year - end APPR conference. At the conclusion of the APPR/ Summative Conference, the superintendent will assign scores to all applicable dimensions in each of the three major domains of the rubric.*

*Material submitted as artifacts shall be retained by the superintendent until the scoring is complete at which time items will be returned to the principal. Such materials will not be copied, disseminated or otherwise made public without the principal’s written agreement.*

#### *Element B: Goals Set in Collaboration with Superintendent*

### Goal Setting

During the month of August, the Superintendent will collaborate with all building principals to establish a common goal for the upcoming school year directed toward improving teacher effectiveness. The goal will be identified as one specific element of the McREL Principal Evaluation system. The Superintendent and the Principals will collectively agree upon several acceptable forms of evidence that could be gathered as evidence of growth and performance leading to improved teacher effectiveness.

During the month of August, the Superintendent will also meet with each building principal individually to establish a second, individual goal. The goal will again be derived from an examination of the elements of the McREL Principal Evaluation system. The identified goal area will embrace an area for principal growth that would be likely to generate quantifiable and verifiable improvement in either academic results or the school's learning environment. The Superintendent and the Principal will agree upon several acceptable forms of evidence of work towards improving performance in the goal area.

The score for each goal will be determined by the score awarded the identified dimension of the rubric by the Superintendent in the Principal's summative evaluation of practice.

### Weighting of Other Measures of Principal Effectiveness

At the conclusion of the summative conference/ portfolio review, the Superintendent (lead evaluator) will utilize the McREL Principal Evaluation System to arrive at a summative judgment for each specific element of the rubric.

Rubric scores for each element are calculated on a 0-4 point scale (including 1/2 point variables). The formative scores from each extended site visit, the mid-year review and summative conference will be averaged together to create a score for each specific element of each domain. The scores for each element are averaged to determine the overall 0-4 point score for each of the three major domains. The Superintendent may adjust the final score for each element upwards to recognize improvement or better capture Principal performance at the end of the school year.

The domain scores are averaged together to arrive at one final score for performance that is weighted as 80% of the final overall score. The specific element scores for each of the two identified goal areas are weighted at 10% of the final overall score.

The attached conversion look-up table is used to convert the average weighted rubric score to a specific principal score for the other measures of principal effectiveness sub-component. The component score will be reported to NYSED in whole numbers.

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

[assets/survey-uploads/5143/130011-pMADJ4gk6R/9.7 Process for Assigning Points and Determining HEDI Ratings-PrinOtherMeas120112.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	Average weighted rubric score 3.5- 4.0 59-60 points
Effective: Overall performance and results meet standards.	Average weighted rubric score 2.5-3.4 57-58 points
Developing: Overall performance and results need improvement in order to meet standards.	Average weighted rubric score 1.5-2.4 50-56 points
Ineffective: Overall performance and results do not meet standards.	Average weighted rubric score 1-1.4 0-49

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	11
By trained administrator	1
By trained independent evaluator	0
Enter Total	12

### **Tenured Principals**

By supervisor	11
By trained administrator	1
By trained independent evaluator	0
Enter Total	12

# 10. Composite Scoring (Principals)

Created Tuesday, May 15, 2012

Updated Tuesday, October 02, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, May 15, 2012

Updated Friday, December 07, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/130014-Df0w3Xx5v6/11.2 Sweet Home CSD PrinImprvPlanTemplate.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*A. A principal who receives a "Developing or Ineffective" rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An APPR shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is later.*

*B. The principal must submit a written description which must explain in detail the specific areas which are the basis for the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. Appeals are limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law:*

- (1) The substance of the annual professional performance review;*
- (2) The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- (3) The adherence to the Commissioner's regulations, as applicable to such reviews;*
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (5) The District's issuance and/or implementation of the terms of a principal's improvement plan under Education Law §3012-c.*

*C. A principal may not file more than one appeal on the same APPR or improvement plan. All grounds for an appeal of an APPR or improvement plan must be raised with specificity as a part of the initial submission of the appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

*D. The principal initiating the appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought.*

*E. An appeal must be filed in writing within fifteen (15) calendar days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or the right to appeal shall be deemed as waived in all regards.*

*F. The Superintendent or designee will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence will be made within fifteen (15) calendar days of the receipt of the appeal. The response will include all additional documents or written materials relevant to the point (s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.*

*G. Appeal Process:*

*a. Step One – Administrator will officially appeal to Superintendent.*

*Appellant and Superintendent to meet within 14 days to discuss appeal. Appellant must follow appeal process and present written appeal response.*

*b. Step Two – In the event first step does not resolve the issue, the appellant will have the right to bring the appeal to an Appeal Panel within 14 days of receipt of the Step One decision. The panel would include:*

- District Office Representative (selected by Superintendent)*
- Trained Outside Evaluator\* (selected mutually by SHASA and Superintendent)*
- SHASA Member (selected by Appellant)*

*\* The trained outside evaluator will be the individual identified jointly by SHASA and the District to participate in the evaluation process during the school year. If a trained outside evaluator has not been identified, a trained outside evaluator will be mutually selected by the District and SHASA leadership from a pool of trained BOCES outside evaluators established in the beginning of the school year.*

*H. The Appeal Process shall provide the principal with the opportunity to meet with the panel within 14 business days of the date of the principal's request was received (or such other convenient time as may be determined by the panel) and shall render a final decision on the appeal within fourteen (14) business days after the principal was provided the opportunity to meet with the Panel. This timeline may be extended to assure full participation of all parties. This extension will be timely and expeditious in compliance with §3012.c*

*I. Nothing in this section shall be construed to alter or diminish the authority of the governing body of a school district or board of cooperative educational services to grant or deny tenure to or terminate probationary teachers or probationary building principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher's or principal's performance that is the subject of the appeal.*

*J. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside or modify a rating. The decision of the appeal panel is final. A copy of the decision shall be provided to the principal, the Superintendent and all members of the Appeal Panel.*

*K. The above appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to principal's APPR or Improvement Plan. A principal may not resort to any other grievance or arbitration procedures contained within the collective bargaining agreement or to any administrative or judicial forum for the resolution of challenges and appeals related to the APPR or Improvement Plan.*

*L. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The principal retains any defenses he or she may have in the event the APPR or PIP is utilized in a subsequent 3020-a proceeding.*

*M. Upon request by either the District or the Association, this appeal process will be annually reviewed to assess its effectiveness. Any changes will be mutually agreed to in writing by both parties. Any changes to stated timeframes will still result in a timely and expeditious resolution to the appeal in compliance with the requirements of §3012-c.*

## 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.

*The District will establish procedures to train and certify all evaluators of the Principals. The District will use a combination of the training programs listed below:*

- *Direct training contracted from Mid-continent Research for Education and Learning staff on the McREL Principal Evaluation System and the Balanced Leadership Framework. (November 13/14, 2012)*
- *Direct training on the Search Soft web-based utility for archiving and communicating APPR ratings.*
- *The following resources have been purchased/ distributors to all administrative staff:*
  - \* *School Leadership That Works*
  - \* *The Balanced Leadership Framework: Connecting Vision with Action*
  - \* *Assessing Educational Leaders*
- *Discussion at monthly administrative team meetings around varied aspects of the McREL Principal Evaluation System.*
- *Discussion of acceptable evidence of varied elements of the McREL Principal Evaluation System.*

*Recertification of evaluators will occur in the same manner. The process for assuring successful completion of the training will ensure inter-rater reliability.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, May 15, 2012

Updated Tuesday, December 11, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/130015-3Uqgn5g9Iu/DistCertification1211112.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.

**Form 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
Photography 1, Photography 2	State Assessment  State-approved 3rd party assessment   District, Regional or BOCES-developed  School/BOCES-wide/group/team results based on State	Sweet Home Developed Assessment for High School Art Courses
<input type="radio"/> Concert Chorale, Mixed Chorus, Wind Ensemble, Symphonic Band, Symphonic Orchestra, Concert Orchestra, Music Theory 1/2	State Assessment  State-approved 3rd party assessment   District, Regional or BOCES-developed  School/BOCES-wide/group/team results based on State	Sweet Home Developed Assessment for High School Music Courses
<input type="radio"/> Band 6,7,8  Chorus 6,7,8   Orchestra 6,7,8	State Assessment  State-approved 3rd party assessment   District, Regional or BOCES-developed  School/BOCES-wide/group/team results based on State	Sweet Home Developed Assessment for Middle School Music Courses
<input type="radio"/> Physical Education 10, Physical Education 11, Physical Education 12,  HS Health	State Assessment  State-approved 3rd party assessment   District, Regional or BOCES-developed  School/BOCES-wide/group/team results based on State	Sweet Home Developed Assessment for High School Physical Education and Health Courses
Global History 1 Honors, Economics, Participation in	State Assessment	Sweet Home Developed Assessment for

Course(s) or Subject(s)	Option	Assessment
Government, Sociology, Law in Society, 1960's&70's	<p>State-approved 3rd party assessment</p> <p>■ District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	High School Social Studies Courses
AP World History, AP USHG, AP Language	<p>■ State Assessment</p> <p>State-approved 3rd party assessment</p> <p>District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	NYS Global History and Government Regents Assessment, NYS United States History and Government Regents Assessment, NYS English Language Arts Regents Assessment
Niagara University Economics, Government, Psychology, Forensics, Writing and Thinking, Mass Media, English Literature, French4/5, Spanish 4/5, Calculus, Statistics	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>■ District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	Niagara University Developed Assessment for Economics, Government, Forensics, Writing and Thinking, Mass Media, English Literature, Calculus, French and Spanish courses.
English 9 Honors, English 10 Honors, AP English, English 12, Drama, Public Speaking,	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>■ District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	Sweet Home Developed Assessment for High School English Language Arts Courses
Accounting, Marketing, Business Law, Entrepreneurship	<p>State Assessment</p> <p>State-approved 3rd party assessment</p> <p>■ District, Regional or BOCES-developed</p> <p>School/BOCES-wide/group/team results based on State</p>	Sweet Home Developed Assessment for High School Business Courses

Course(s) or Subject(s)	Option	Assessment
French 2,3 Spanish 1, 2,3 German 2,3	State Assessment State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Sweet Home Developed Assessment for High School Languages other than English Courses
Foundations of Math, Applied Math, Applied Algebra, PreCalculus, Pre-calculus honors, Financial Algebra, AP Calculus,	State Assessment State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Sweet Home Developed Assessment for High School Mathematics Courses
Introduction to Engineering Design, Digital Electronics, Computer Manufacturing, Principles of Engineering, Engineering Design and Development, Network Academy 1, Network Academy 2	State Assessment State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Sweet Home Developed Assessment for High School Technology Courses
AP Biology, AP Chemistry, AP Physics, Anatomy and Physiology, Environmental Science	State Assessment State-approved 3rd party assessment District, Regional or BOCES-developed School/BOCES-wide/group/team results based on State	Sweet Home Developed Assessment for High School Science Courses

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>Teachers will examine baseline data sets including prior achievement results as well as baseline assessments for the purpose of setting specific end of your growth targets on the identified assessments for each individual student. HEDI points will be allocated based on the percentage of students that have successfully met or exceeded their individual growth targets. Targets for SLOs shall be established by teachers and approved by lead evaluators. The scoring bands listed below will be utilized to determine the number of points assigned to teachers. See graphic upload.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of &gt;90% of students who met the target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.</p>

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target.
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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.	Teachers will examine baseline data sets including prior achievement results as well as baseline assessments for the purpose of setting specific end of your growth targets on the identified assessments for each individual student. HEDI points will be allocated based on the percentage of students that have successfully met or exceeded their individual growth targets. Targets for SLOs shall be established by teachers and approved by lead evaluators. The scoring bands listed below will be utilized to determine the number of points assigned to teachers. See graphic upload.. See graphic upload.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.
Effective (9 - 17 points) Results meet District goals for similar students.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below District goals for similar students.	Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target.

Upon completion of the summative assessment measure, a determination will be made for each student regarding their success in meeting their growth target. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

0 - 44%		45 - 60 %		61 - 80%		81 - 100%	
<b>INEFFECTIVE</b> Results are well-below state average for similar students (or District goals if no state test)		<b>DEVELOPING</b> Results are below state average for similar students (or District goals if no state test)		<b>EFFECTIVE</b> Results meet state average for similar students (or District goals if no state test)		<b>HIGHLY EFFECTIVE</b> Results are well-above state average for similar students (or District goals if no state test)	
<b>0</b>	<b>≤14%</b>	<b>3</b>	<b>45%-47%</b>	<b>9</b>	<b>61%-63%</b>	<b>18</b>	<b>81%-85%</b>
<b>1</b>	<b>15-27%</b>	<b>4</b>	<b>48%-49%</b>	<b>10</b>	<b>64%-66%</b>	<b>19</b>	<b>86%-90%</b>
<b>2</b>	<b>28-44%</b>	<b>5</b>	<b>50%-52%</b>	<b>11</b>	<b>67%-68%</b>	<b>20</b>	<b>&gt;90%</b>
		<b>6</b>	<b>53%-56%</b>	<b>12</b>	<b>69%-70%</b>		
		<b>7</b>	<b>57%-58%</b>	<b>13</b>	<b>71%-72%</b>		
		<b>8</b>	<b>59%-60%</b>	<b>14</b>	<b>73%-74%</b>		
				<b>15</b>	<b>75%-76%</b>		
				<b>16</b>	<b>77%-78%</b>		
				<b>17</b>	<b>79%-80%</b>		

## Sweet Home CSD

### 8.1 Local Assessment Measures for Principals

#### Elementary Principals' Locally Selected Measures

Grade level	Reading Assessment Tool	Percentage above National Benchmark
Third Grade	Scholastic Reading Inventory	# Proficient/Growth/ # Total
Fourth Grade	Scholastic Reading Inventory	# Proficient/Growth/ # Total
Fifth Grade	Scholastic Reading Inventory	# Proficient/Growth/ # Total
<b>Third-Fifth Grade Average Percentage</b>		%
<b>Local Component Score (Points)</b>		/15

#### Middle School Building Principal (Grade 6-8 Grade Configuration)

Grade Level	Assessment Tool	Percentage of Students at or above Proficiency Level / Aspirational 80% score
Eighth Grade	NYS Science Assessment	# Proficient / # Total
Eighth Grade	NYS Science Assessment	# Aspirational / # Total
Eighth Grade	Living Environment Regents Exam	# Proficient / # Total
Eighth Grade	Living Environment Regents Exam	# Aspirational/ # Total
<b>Average Percentage for both assessments</b>		%
<b>Local components Score (points)</b>		/15

#### High School Building Principal (Grade 9-12 Configuration)

Regents Assessment	Percentage of students at Proficiency	Percent of Students at Aspirational level
<i>Integrated Algebra (including cohort members from prior year. Aspirational target = 80+)</i>	# Proficient / # Total	# Aspirational / # Total
<i>Global Studies (Aspirational target = 75+)</i>	# Proficient / # Total	# Aspirational / # Total
<i>Living Environment (including cohort members from prior year.)(Aspirational target = 80+)</i>	# Proficient / # Total	# Aspirational / # Total
<i>United States History (Aspirational target = 75)</i>	# Proficient / # Total	# Aspirational / # Total
<i>English 11 (Aspirational target = 75)</i>	# Proficient / # Total	# Aspirational / # Total
<b>Total Average Percentage for Proficient and Aspirational performance.</b>	%	
<b>Local Component Score (points)</b>	/15	

#### 15 Point Conversion Table

0 - 44%		45 - 60 %		61 - 80%		81 - 100%	
<b>INEFFECTIVE</b> Results are well-below state average for similar students (or District goals if no state test)		<b>DEVELOPING</b> Results are below state average for similar students (or District goals if no state test)		<b>EFFECTIVE</b> Results meet state average for similar students (or District goals if no state test)		<b>HIGHLY EFFECTIVE</b> Results are well-above state average for similar students (or District goals if no state test)	
<b>0</b>	<b>≤14%</b>	<b>3</b>	<b>45%-47%</b>	<b>8</b>	<b>61%-64%</b>	<b>14</b>	<b>81%-85%</b>
<b>1</b>	<b>15-27%</b>	<b>4</b>	<b>48%-50%</b>	<b>9</b>	<b>65%-67%</b>	<b>15</b>	<b>&gt;85%</b>
<b>2</b>	<b>28-44%</b>	<b>5</b>	<b>51%-53%</b>	<b>10</b>	<b>68%-70%</b>		
		<b>6</b>	<b>54%-57%</b>	<b>11</b>	<b>71%-72%</b>		
		<b>7</b>	<b>58%-60%</b>	<b>12</b>	<b>73% - 76%</b>		
				<b>13</b>	<b>77%-80%</b>		

## 15 Point Conversion Table

0 - 44%		45 - 60 %		61 - 80%		81 - 100%	
<b>INEFFECTIVE</b> Results are well-below state average for similar students (or District goals if no state test)		<b>DEVELOPING</b> Results are below state average for similar students (or District goals if no state test)		<b>EFFECTIVE</b> Results meet state average for similar students (or District goals if no state test)		<b>HIGHLY EFFECTIVE</b> Results are well-above state average for similar students (or District goals if no state test)	
<b>0</b>	<b>≤14%</b>	<b>3</b>	<b>45%-47%</b>	<b>8</b>	<b>61%-64%</b>	<b>14</b>	<b>81%-85%</b>
<b>1</b>	<b>15-27%</b>	<b>4</b>	<b>48%-50%</b>	<b>9</b>	<b>65%-67%</b>	<b>15</b>	<b>&gt;85%</b>
<b>2</b>	<b>28-44%</b>	<b>5</b>	<b>51%-53%</b>	<b>10</b>	<b>68%-70%</b>		
		<b>6</b>	<b>54%-57%</b>	<b>11</b>	<b>71%-72%</b>		
		<b>7</b>	<b>58%-60%</b>	<b>12</b>	<b>73% - 76%</b>		
				<b>13</b>	<b>77%-80%</b>		

The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher(s) to be considered “Effective” at 80%, which would yield 13 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 8 points. Point values between 8 and 13 were then determined associated with percentages of students who met the target ranging from 61% to 80%.

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target. Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target. Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >85% of students who met the target.

**Form 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 an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
<input type="radio"/> Concert Chorale, Mixed Chorus, Wind Ensemble, Symphonic Band, Symphonic Orchestra, Concert Orchestra, Music Theory 1	<p>Change in % of student performance level on State</p> <p>Teacher specific growth computed by NYSED</p> <p>Teacher specific achievement/growth score computed</p> <p>State-approved 3rd party</p> <p>District/regional/BOCES--developed</p> <p>School-wide measure based on State-provided measure</p> <p>School wide measure computed locally</p> <p>Student Learning Objectives</p>	<p>Sweet Home Developed Assessment for Concert Chorale, Mixed Chorus, Wind Ensemble, Symphonic Band, Symphonic Orchestra, Concert Orchestra, Music Theory 1</p>
<p>Band 6,7,8</p> <p>Chorus 6,7,8</p> <p>Orchestra 6,7,8</p>	<ol style="list-style-type: none"> <li>1) Change in % of student performance level on State</li> <li>2) Teacher specific growth computed by NYSED</li> <li>3) Teacher specific achievement/growth score computed locally</li> <li>4) State-approved 3rd party</li> <li>5) District/regional/BOCES--developed</li> <li>6(i) School-wide measure based on State-provided measure</li> <li>6(ii) School wide measure computed locally</li> <li>7) Student Learning Objectives</li> </ol>	<p>Sweet Home Developed Assessment for Band 6,7,8 Chorus 6,7,8 Orchestra 6,7,8</p>

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Physical Education –Lifetime Sports, Physical Education Team Sports, HS Health	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Sweet Home Developed Assessment for Physical Education – Lifetime Sports, Physical Education Team Sports, HS Health
Global History 1 Honors, Economics, Participation in Government, Sociology, Law in Society, 1960's&70's	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Sweet Home Developed Assessment for Global History 1 Honors, Economics, Participation in Government, Sociology, Law in Society, 1960's&70's
AP World History, AP USHG, AP Language, AP Literature, AP Calculus, AP Biology, AP Chemistry, AP Physics, AP Music Theory	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	AP World History exam, AP US History exam, AP Language and Composition, AP Literature and Composition, AP Calculus AB, AP Biology, AP Chemistry, AP Physics b, AP Music Theory

<b>Course(s) or Subject(s)</b>	<b>Locally-Selected Measure from List of Approved Measures</b>	<b>Assessment</b>
Niagara University Economics, Government, Psychology, Forensics, Writing and Thinking, Mass Media, English Literature, French4/5, Spanish 4/5, Calculus, Statistics	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Niagara University Developed Assessment for Economics, Government, Forensics, Writing and Thinking, Mass Media, English Literature, Calculus, French and Spanish courses.
English 9 Honors, English 10 Honors, , Drama, Public Speaking,	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Sweet Home Developed Assessment for English 9 Honors, English 10 Honors, , Drama, Public Speaking
Accounting, Marketing, Business Law, Entrepreneurship	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Sweet Home Developed Assessment for Accounting, Marketing, Business Law, Entrepreneurship

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
French 2,3 Spanish 1, 2,3 German 2,3	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Sweet Home Developed Assessment for French 2,3 Spanish 1, 2,3 German 2,3
Foundations of Math, Applied Math, Applied Algebra, PreCalculus, Pre-calculus honors, Financial Algebra	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Sweet Home Developed Assessment for Foundations of Math, Applied Math, Applied Algebra, PreCalculus, Pre-calculus Honors, Financial Algebra
Introduction to Engineering Design, Digital Electronics, Computer Manufacturing, Principles of Engineering, Engineering Design and Development, Network Academy 1, Network Academy 2	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Sweet Home Developed Assessment for Introduction to Engineering Design, Digital Electronics, Computer Manufacturing, Principles of Engineering, Engineering Design and Development, Network Academy 1, Network Academy 2

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Anatomy and Physiology, Environmental Science	1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES–developed 6(i) School-wide measure based on State-provided measure 6(ii) School wide measure computed locally 7) Student Learning Objectives	Sweet Home Developed Assessment for Anatomy and Physiology, Environmental Science

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The identified assessments will be used to measure student achievement. After meeting with teachers to review the assessments, the Assistant Superintendent for Instruction will establish course-wide cut points for proficient student performance aligned to those of New York State assessments.</p> <p>All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.</p>
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	See the uploaded graphic for specific points distribution.
Highly Effective (18-20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Developing” range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target.

## Sweet Home CSD

### 20- point Conversion Table for Locally Selected Assessments

Upon completion of the summative assessment measure, a determination will be regarding the percentage of all students achieving a specified level of performance on that assessment. All members of the team of teachers supporting students in that course will receive local assessment points based on students' collective performance. Teachers will utilize the local assessment measure for which they have the highest enrollment. The scoring bands listed below will be utilized to determine the number of points assigned to teachers:

0 - 44%		45 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE (Results are well-below District goals for similar students)		DEVELOPING (Results are below District goals for similar students)		EFFECTIVE (Results meet District goals for similar students)		HIGHLY EFFECTIVE Results are well-above District Goals for similar students	
0	≤14%	3	45%-47%	9	61%-63%	18	81%-85%
1	15-27%	4	48%-49%	10	64%-66%	19	86%-90%
2	28-44%	5	50%-52%	11	67%-68%	20	>90%
		6	53%-56%	12	69%-70%		
		7	57%-58%	13	71%-72%		
		8	59%-60%	14	73%-74%		
				15	75%-76%		
				16	77%-78%		
				17	79%-80%		

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.	<p>The identified assessments will be used to measure student achievement. After meeting with teachers to review the assessments, the Assistant Superintendent for Instruction will establish cut points for proficient student performance aligned to those of New York State assessments.</p> <p>All teachers responsible for student performance on the assessment will receive the same HEDI points based on the aggregate percentage of students meeting or surpassing the identified cut scores. The total percentage of students meeting or surpassing the identified cut scores will be applied to the scoring bands listed below for the purpose of assigning HEDI points.</p> <p>See the uploaded graphic for specific points distribution</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Point values for the rating of "Highly Effective" range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.
Effective (9 - 17 points) Results meet District goals for similar students.	The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered "Effective" at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered "Effective" at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 61% to 80%.
Developing (3 - 8 points) Results are below District goals for similar students.	Point values for the rating of "Developing" range from 3-8 with a low of 45% of students who met the target and a high of 60% of students who met the target.
Ineffective (0 - 2 points) Results are well- below District goals for similar students.	Point values for the rating of "Ineffective" range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 44% of students who met the target.

**Sweet Home CSD**

**4.5 Process for Assigning Points and Determining HEDI Ratings**

**Rubric Score to Sub-Component Conversion Chart – Other Measures of Teacher Effectiveness**

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion
1.000	0	1.5	50	2.5	57	3.5	59
1.008	1	1.6	50.7	2.6	57.2	3.6	59.3
1.017	2	1.7	51.4	2.7	57.4	3.7	59.5
1.025	3	1.8	52.1	2.8	57.6	3.8	59.8
1.033	4	1.9	52.8	2.9	57.8	3.9	60
1.042	5	2	53.5	3	58	4	60.25 (round to 60)
1.050	6	2.1	54.2	3.1	58.2		
1.058	7	2.2	54.9	3.2	58.4		
1.067	8	2.3	55.6	3.3	58.6		
1.075	9	2.4	56.3	3.4	58.8		
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						

## Sweet Home CSD

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

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

***Note: The component score will be reported to NYSED in whole numbers.***

## Sweet Home Schools Teacher Improvement Plan

<b>Name of Teacher:</b>	<b>Name of Lead Evaluator:</b>
<b>Assignment Area:</b>	

Specific Area for Improvement	Improvement Strategies	Supports Provided/ Timeline	Evidence of Improvement

<b>Teacher:</b>	<b>Date:</b>
<b>Lead Evaluator:</b>	<b>Date:</b>
<b>SHEA Representative:</b>	<b>Date:</b>

<b>The parties to this agreement will meet on or about the following dates to review and evaluate the plan and formulate modifications as necessary.</b>	

## **Sweet Home CDS**

### **9.7 Process for Assigning Points and Determining HEDI Ratings Using Principal Practice Rubric**

Throughout the school year, the Superintendent and other trained evaluators will make site visits to gather evidence of effective leadership practice in supervisory and extended site visits. These visits will result in formative feedback and scoring based upon the McREL Principal Evaluation tool.

#### **Supervisory Visits:**

The Superintendent will conduct a minimum one supervisory visit during each month of the school year. These supervisory visits will alternate between an announced visit and an unannounced visit. Each supervisory visitation will include building/classroom “walk-throughs” and/or a discussion with the Principal regarding school leadership, initiative leadership and management efforts. The Superintendent and the Principal will also monitor Principal planning and facilitation for observation conferences and key meetings in the building.

#### **Extended Site Visits**

Central office administrators and, when identified, trained outside evaluators will make extended site visits to each building. These extended visits will provide a basis for gathering evidence used to provide feedback to the Principal on his/ her growth in varied domains of the McREL Principal Evaluation system. Up to three extended site visitations of at least three hours duration will take place.

- All extended site visitations will require at least one week’s notice given to the Principal.
- One of the Assistant Superintendents will conduct an extended site visit during the first semester of the school year. This visit will be announced at least one week in advance of the site visit.
- When the District and SHASA can mutually identify a trained outside evaluator by October 1<sup>st</sup> of each year, an additional extended school visit by the identified trained outside evaluator will take place prior to the February Winter Break.
- The Superintendent will make at least one extended site visitation during the second semester of each school year. This site visit will take place prior to the end of May of each year.

During extended site visits, the Superintendent or other evaluating administrator will conduct classroom walkthroughs, attend meetings facilitated by the Principal with staff, review the Principal’s portfolio (see below) and engage in discussions with the Principal and individuals representative of the school community. The content of all conversations with the school community will be communicated to the Principal.

At the conclusion of each extended site visit, the evaluator will offer formative judgments of all applicable elements of the McREL Principal Evaluation system. Any rating of a “1” requires a written rationale and specific suggestions for improvement. A rating of NA may be given if suitable evidence is not available to make any sort of valid judgment.

#### **Portfolio Description:**

The Principal’s portfolio must be constructed using the McREL Principal Evaluation system. The portfolio will be constructed using the three domains of the McREL Principal Evaluation system:

- 1) Purposeful Community
- 2) Managing Change
- 3) Focus of Leadership

On an annual basis, each principal will meet with the superintendent in a summative/ portfolio conference. The conference represents an opportunity for the principal and superintendent to engage in reflection and dialogue around the principal’s professional growth as measured by the indicators in the ISLLC Standards and accompanying Domain Rubrics of the McREL Principal Evaluation System. The superintendent will prompt the principal to discuss how the artifacts chosen by the principal are representative of professional growth, understanding, and skill development in each of the three major domains of the McREL Principal Evaluation System. The final component of the Building Principal’s Portfolio will be a self-evaluation using the *McREL Rubric*. This self-evaluation will be incorporated throughout the discussion between Building Principal and Superintendent at the year - end APPR conference.

At the conclusion of the APPR/ Summative Conference, the superintendent will assign scores to all applicable dimensions in each of the three major domains of the rubric.

**Element B: Individual and Collective Growth Areas**

During the month of August, the Superintendent will collaborate with all building principals to establish a common goal for the upcoming school year directed toward improving teacher effectiveness.

During the month of August, the Superintendent will also meet with each building principal individually to establish a second, personal goal. The goal will again be derived from an examination of the dimensions of the McREL Principal Evaluation system.

The score for each goal will be determined by the score awarded the identified dimension of the rubric by the Superintendent in the Principal’s summative evaluation of practice.

**Weighting of Other Measures of Principal Effectiveness**

At the conclusion of the summative conference/ portfolio review, the Superintendent (lead evaluator) will utilize the McREL Principal Evaluation System to arrive at a summative judgment for each specific element of the rubric.

The element scores are then averaged into one summative score for each domain. The domain scores are averaged together to arrive at one final score for performance that is weighted as 80% of the final overall score. The specific element scores for each of the two identified goal area are weighted at 10% of the final score.

Other Measures of Principal Effectiveness Element	McREL Principal Evaluation Rubric Domains	Weighted Percentage
<i>Supervisory Visits</i> <i>Extended Site Visits</i> <i>Principal Portfolio</i> <i>APPR Conferences</i> <i>Principal Self-Evaluation</i>	Purposeful Community Managing Change Focus of Leadership	80%
<i>Goal 1 – Collective Growth Area shared by all District Principals.</i>	Any of the Three Domains	10%
<i>Goal 2 –Growth Area for Improvement Set by Individual Principals</i>	Any of the Three Domains	10%

The single, final rubric score (four-point scale) will be applied to a look up table to assign points for the “Other Measures” category.

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion look-up table on this page and the next page is used to convert the average weighted rubric score to a specific principal score for the other measures of principal effectiveness sub-component.

## Rubric Score to Sub-Component Conversion Chart – Other Measures of Principal Effectiveness

## Rubric Score to Sub-Component Conversion Chart – Other Measures of Teacher Effectiveness

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion
1.000	0	1.5	50	2.5	57	3.5	59
1.008	1	1.6	50.7	2.6	57.2	3.6	59.3
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1.033	4	1.9	52.8	2.9	57.8	3.9	60
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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						
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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

***Note: The component score will be reported to NYSED in whole numbers.***

**Sweet Home Schools  
Principal Improvement Plan**

<b>Name of Principal:</b>	<b>School Year:</b>
<b>School Building:</b>	

Specific Area for Improvement	Improvement Strategies	Supports Provided/ Timeline	Evidence of Improvement

<b>Principal:</b>	<b>Date:</b>
<b>Superintendent:</b>	<b>Date:</b>
<b>SHASA Representative:</b>	<b>Date:</b>

<b>The parties to this agreement will meet on or about the following dates to review and evaluate the plan and formulate modifications as necessary.</b>	

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

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

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

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

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

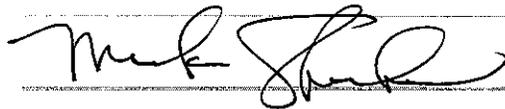
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

Superintendent Signature:      Date:

 12/10/12

Teachers Union President Signature:      Date: 12/10/12



Administrative Union President Signature:      Date:

Ann E. Laudisio 12/10/12

Board of Education President Signature:      Date: 12/5/12

