



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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March 13, 2015

Revised-Expedited Assessment Material Change

Sharon L. Contreras, Superintendent
Syracuse City School District
1025 Erie Boulevard
West Syracuse, NY 13204

Dear Superintendent Contreras:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: J. Francis Manning

NOTES:

Only the material changes included in your Expedited Assessment Material Change request were reviewed. The remaining sections of your district's/BOCES' plan, as approved by the Commissioner on July 31, 2014, remain in effect. Therefore, it is the responsibility of the district/BOCES to ensure that the change(s) approved will not have any impact on the implementation of any other part of its approved plan.

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.

EXPEDITED MATERIAL CHANGE FORM

Directions:

The following certification form is for use by school districts/BOCES that request to make a material change to their approved Annual Professional Performance Review (APPR) plan that relates solely to the elimination of unnecessary student assessments as described in Section 30-2.3(a)(2) of the Rules of the Board of Regents. For more information please see <http://www.regents.nysed.gov/meetings/2014/February2014/214p12hea1.pdf>.

Districts/BOCES that wish to submit material changes to their approved APPR plan for use in the current school year must complete and submit this form to EducatorEval (educatoreval@mail.nysed.gov) *no later than March 1*. Please note that the Department will not accept late submissions of this form. **Please type "Expedited Assessment Material Change" in the subject line of your email to ensure an expedited review of your material change request.**

The superintendent, district superintendent, or chancellor of each school district/BOCES must provide a written explanation of the changes to their approved APPR plan in addition to the required certification below---that no other material changes have been made to other portions of the APPR plan. In the form below, please identify the relevant Task(s) (2, 3, 7, and/or 8), as listed in the APPR Portal, that will be impacted by your requested material change. In each sub-task, please also indicate if changes were made to the selected assessment, HEDI process, and/or assignment of points.

The Department shall complete the review of properly and completely submitted material changes *within 10 business days of submission*. In order to be considered properly and completely submitted, the submission must include this form with all appropriate signatures and dates and a corresponding submission in the APPR Portal (as described above) that meets the requirements of Education Law §3012-c and Subpart 30-2 of the Board of Regents. If a plan is reviewed and rejected by the Department because it was not properly and completely submitted or for any other reason, the 10 business day requirement for an expedited review does not apply until a new, properly and completely submitted material change is submitted for approval.

Please note that the Department will only review the Task(s) and sub-task(s) indicated in this certification form and no other portion of the APPR plan will be reviewed by the Department for compliance with Education Law §3012-c. Therefore, it is the responsibility of the district/BOCES to assure that the changes requested will not have an impact on the implementation of any other part of their approved APPR plan since the Department will not be reviewing the remaining portions of the approved APPR plan for compliance with Education Law §3012-c. The Department recommends that school districts/BOCES consult with their local counsel before submitting this certification form and any changes to their currently approved plan in the APPR Portal.

Name of school district or BOCES: Syracuse City School District

Please check the applicable boxes below to indicate which portions of the APPR plan have been changed that relate to the elimination of unnecessary assessments on students.

Task 2. State Growth or Other Comparable Measures (Teachers)

2.2) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input type="checkbox"/> Kindergarten ELA Assignment of Points	<input type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assignment of Points	

2.3) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input type="checkbox"/> Kindergarten Math Assignment of Points	<input type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math HEDI Process
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assignment of Points	

2.4) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input type="checkbox"/> Grade 6 Science Assignment of Points	<input type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input type="checkbox"/> Grade 8 Science Assignment of Points	

2.5) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input type="checkbox"/> Grade 8 Social Studies Assignment of Points	

2.6) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 HEDI Process
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> Global 1 Assignment of Points	
<input type="checkbox"/> American History HEDI Process	
<input type="checkbox"/> American History Assignment of Points	

2.7) High School Science Regents Courses

<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input type="checkbox"/> Living Environment Assignment of Points	<input type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input type="checkbox"/> Chemistry Assignment of Points	<input type="checkbox"/> Physics Assignment of Points

2.8) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input type="checkbox"/> Algebra 1 Assignment of Points	<input type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 HEDI Process	
<input type="checkbox"/> Algebra 2 Assignment of Points	

2.9) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input type="checkbox"/> Grade 9 ELA Assignment of Points	<input type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input type="checkbox"/> Grade 11 ELA Assignment of Points	

2.10) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input type="checkbox"/> All other course(s) Assignment of Points

2.11) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 3. Locally-Selected Measures (Teachers)

3.1) Grades 4-8 ELA

<input type="checkbox"/> Grade 4 ELA Assessment	<input type="checkbox"/> Grade 5 ELA Assessment
<input type="checkbox"/> Grade 4 ELA HEDI Process	<input type="checkbox"/> Grade 5 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 4 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 5 ELA Assignment of Points
<input type="checkbox"/> Grade 6 ELA Assessment	<input type="checkbox"/> Grade 7 ELA Assessment
<input type="checkbox"/> Grade 6 ELA HEDI Process	<input type="checkbox"/> Grade 7 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 6 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 7 ELA Assignment of Points
<input type="checkbox"/> Grade 8 ELA Assessment	
<input type="checkbox"/> Grade 8 ELA HEDI Process	
<input checked="" type="checkbox"/> Grade 8 ELA Assignment of Points	

3.2) Grades 4-8 Math

<input type="checkbox"/> Grade 4 Math Assessment	<input type="checkbox"/> Grade 5 Math Assessment
<input type="checkbox"/> Grade 4 Math HEDI Process	<input type="checkbox"/> Grade 5 Math HEDI Process
<input checked="" type="checkbox"/> Grade 4 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 5 Math Assignment of Points
<input type="checkbox"/> Grade 6 Math Assessment	<input type="checkbox"/> Grade 7 Math Assessment
<input type="checkbox"/> Grade 6 Math HEDI Process	<input type="checkbox"/> Grade 7 Math HEDI Process
<input checked="" type="checkbox"/> Grade 6 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Math Assignment of Points
<input type="checkbox"/> Grade 8 Math Assessment	
<input type="checkbox"/> Grade 8 Math HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Math Assignment of Points	

3.3) HEDI Table(s) or Graphic(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

3.4) Grades K-3 ELA

<input type="checkbox"/> Kindergarten ELA Assessment	<input type="checkbox"/> Grade 1 ELA Assessment
<input type="checkbox"/> Kindergarten ELA HEDI Process	<input type="checkbox"/> Grade 1 ELA HEDI Process
<input checked="" type="checkbox"/> Kindergarten ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 1 ELA Assignment of Points
<input type="checkbox"/> Grade 2 ELA Assessment	<input type="checkbox"/> Grade 3 ELA Assessment
<input type="checkbox"/> Grade 2 ELA HEDI Process	<input type="checkbox"/> Grade 3 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 2 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 3 ELA Assignment of Points

3.5) Grades K-3 Math

<input type="checkbox"/> Kindergarten Math Assessment	<input type="checkbox"/> Grade 1 Math Assessment
<input type="checkbox"/> Kindergarten Math HEDI Process	<input type="checkbox"/> Grade 1 Math HEDI Process
<input checked="" type="checkbox"/> Kindergarten Math Assignment of Points	<input checked="" type="checkbox"/> Grade 1 Math Assignment of Points
<input type="checkbox"/> Grade 2 Math Assessment	<input type="checkbox"/> Grade 3 Math Assessment
<input type="checkbox"/> Grade 2 Math HEDI Process	<input type="checkbox"/> Grade 3 Math HEDI Process
<input checked="" type="checkbox"/> Grade 2 Math Assignment of Points	<input checked="" type="checkbox"/> Grade 3 Math Assignment of Points

3.6) Grades 6-8 Science

<input type="checkbox"/> Grade 6 Science Assessment	<input type="checkbox"/> Grade 7 Science Assessment
<input type="checkbox"/> Grade 6 Science HEDI Process	<input type="checkbox"/> Grade 7 Science HEDI Process
<input checked="" type="checkbox"/> Grade 6 Science Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Science Assignment of Points
<input type="checkbox"/> Grade 8 Science Assessment	
<input type="checkbox"/> Grade 8 Science HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Science Assignment of Points	

3.7) Grades 6-8 Social Studies

<input type="checkbox"/> Grade 6 Social Studies Assessment	<input type="checkbox"/> Grade 7 Social Studies Assessment
<input type="checkbox"/> Grade 6 Social Studies HEDI Process	<input type="checkbox"/> Grade 7 Social Studies HEDI Process
<input checked="" type="checkbox"/> Grade 6 Social Studies Assignment of Points	<input checked="" type="checkbox"/> Grade 7 Social Studies Assignment of Points
<input type="checkbox"/> Grade 8 Social Studies Assessment	
<input type="checkbox"/> Grade 8 Social Studies HEDI Process	
<input checked="" type="checkbox"/> Grade 8 Social Studies Assignment of Points	

3.8) High School Social Studies Regents Courses

<input type="checkbox"/> Global 1 Assessment	<input type="checkbox"/> Global 2 Assessment
<input type="checkbox"/> Global 1 HEDI Process	<input type="checkbox"/> Global 2 HEDI Process
<input checked="" type="checkbox"/> Global 1 Assignment of Points	<input checked="" type="checkbox"/> Global 2 Assignment of Points
<input type="checkbox"/> American History Assessment	
<input type="checkbox"/> American History HEDI Process	
<input checked="" type="checkbox"/> American History Assignment of Points	

3.9) High School Science Regents Courses

<input type="checkbox"/> Living Environment Assessment	<input type="checkbox"/> Earth Science Assessment
<input type="checkbox"/> Living Environment HEDI Process	<input type="checkbox"/> Earth Science HEDI Process
<input checked="" type="checkbox"/> Living Environment Assignment of Points	<input checked="" type="checkbox"/> Earth Science Assignment of Points
<input type="checkbox"/> Chemistry Assessment	<input type="checkbox"/> Physics Assessment
<input type="checkbox"/> Chemistry HEDI Process	<input type="checkbox"/> Physics HEDI Process
<input checked="" type="checkbox"/> Chemistry Assignment of Points	<input checked="" type="checkbox"/> Physics Assignment of Points

3.10) High School Math Regents Courses

<input type="checkbox"/> Algebra 1 Assessment	<input type="checkbox"/> Geometry Assessment
<input type="checkbox"/> Algebra 1 HEDI Process	<input type="checkbox"/> Geometry HEDI Process
<input checked="" type="checkbox"/> Algebra 1 Assignment of Points	<input checked="" type="checkbox"/> Geometry Assignment of Points
<input type="checkbox"/> Algebra 2 Assessment	
<input type="checkbox"/> Algebra 2 HEDI Process	
<input checked="" type="checkbox"/> Algebra 2 Assignment of Points	

3.11) High School English Language Arts

<input type="checkbox"/> Grade 9 ELA Assessment	<input type="checkbox"/> Grade 10 ELA Assessment
<input type="checkbox"/> Grade 9 ELA HEDI Process	<input type="checkbox"/> Grade 10 ELA HEDI Process
<input checked="" type="checkbox"/> Grade 9 ELA Assignment of Points	<input checked="" type="checkbox"/> Grade 10 ELA Assignment of Points
<input type="checkbox"/> Grade 11 ELA Assessment	
<input type="checkbox"/> Grade 11 ELA HEDI Process	
<input checked="" type="checkbox"/> Grade 11 ELA Assignment of Points	

3.12) All Other Courses

<input type="checkbox"/> All other course(s) Assessment(s)
<input type="checkbox"/> All other course(s) HEDI Process
<input checked="" type="checkbox"/> All other course(s) Assignment of Points

3.13) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input checked="" type="checkbox"/> Listed course(s) Assignment of Points

Task 7. State Growth or Other Comparable Measures (Principals)

7.3) Students Learning Objectives as Comparable Growth Measures (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

7.3) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Task 8. Locally-Selected Measures (Principals)

8.1) Locally Selected Measures of Student Achievement for Principals With an Approved Value-Added Measure (15 points) (20 points until Value-Added is implemented)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.1) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) Locally Selected Measures of Student Achievement for All Other Principals (20 points)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

8.2) HEDI Table(s)

<input type="checkbox"/> Listed course(s) Assessment(s)
<input type="checkbox"/> Listed course(s) HEDI Process
<input type="checkbox"/> Listed course(s) Assignment of Points

Statement of Assurances

By signing this document, the superintendent, district superintendent, or chancellor, the president of the board of education and the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this expedited material change and the previously approved APPR plan and/or approved material changes constitute the district's or BOCES' complete Annual Professional Performance Review (APPR) plan, that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining, and that such APPR plan complies with all of 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 district or BOCES and its collective bargaining agent(s), where applicable, also assure that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that the district's or BOCES' complete APPR plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict or interfere with full implementation of the district's or BOCES APPR plan, including any approved material changes; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

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

- Assure that the material changes indicated in this form are in compliance with Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents.
- Assure that collective bargaining negotiations have been completed on any requested material changes that affect provisions of the currently approved APPR plan that are subject to collective bargaining,
- Assure that the district's or BOCES' request for an expedited review of their APPR plan is only for material changes related to the elimination of unnecessary assessments in the Tasks identified by the district or BOCES in this form and that no other Tasks of the district's or BOCES' approved APPR plan have been changed.
- Assure that any material changes approved by the Commissioner as part of this expedited review shall constitute part of the school district's or BOCES' currently approved APPR plan.
- Assure 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.
- Assure that the district's or BOCES' entire approved APPR plan, including any approved material change, will be posted on the district or BOCES website within 10 days after it is approved by the Commissioner.
- Assure that the district's or BOCES' request for an expedited material change will not prevent, conflict, or interfere with any existing collective bargaining agreement and/or full implementation of the APPR plan currently approved by the Department in any way or the described timeframes for submission of data in Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents. This includes, but is not limited to, that results will be provided and 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's or building principal's performance is being measured.

- Assure that the district or BOCES understands that the Department will only review, in an expedited fashion, the material changes described on this assurance form and that no other portion of the APPR plan will be reviewed as part of this material change request, by the Department for compliance with Education Law §3012-c and understands that the Commissioner reserves the right to revoke his/her approval of these material changes at any time if the Department determines that additional changes were made to the plan, other than those identified by the district or BOCES in this form.
- Assure that the district or BOCES will continue to fully implement the currently approved APPR plan and will not have collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent that would prevent, conflict, or interfere with full implementation of the APPR plan.
- 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 the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations.
- Assure that the district or BOCES understands that the use of an expedited material change does not preclude the Department from conducting annual monitoring regarding the implementation of the requested change or of its entire approved APPR plan pursuant to the regulations.
- Assure that any material change to the APPR plan relating to assessment use will align with the applicable HEDI description(s) and uploaded document(s) for the given Task.

Signatures, Dates

Superintendent Signature: Date:

Sharon L Contreras 03/13/15

Teachers Union President Signature: Date:

[Signature] 3/13/15

Administrative Union President Signature: Date:

[Signature] 3/13/15

Board of Education President Signature: Date:

[Signature] 3/5/2015

Effective May 10, 2014, the school district or BOCES also makes the following specific assurances with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the superintendent, district superintendent or chancellor certify that for the 2014-15 school year and thereafter:

- The amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such grade.
- The amount of time devoted to test preparation under traditional standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade.
- Time devoted to teacher administered classroom quizzes or exams, portfolio reviews or performance assessments, formative and diagnostic assessments, including but not limited to assessments used for diagnostic screening required by Education Law §3208(5), shall not be counted toward the aforementioned limits. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability; assessments that are otherwise required to be administered by federal law; and/or assessments used for diagnostic or formative purposes.

Superintendent / District Superintendent / Chancellor Signature:

Date:

<i>Sharon L Contreras</i>	<i>03/13/15</i>
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Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 421800010000

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

421800010000

1.2) School District Name: SYRACUSE CITY SD

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

SYRACUSE CITY SD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 03/12/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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 where there is no State-provided measure. Teachers with 50 - 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 - 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See Guidance for more detail on teachers with State-provided measures AND SLOs.)

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

- District-determined assessments from list of State-approved 3rd party assessments; or
- District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

- State assessments, *required if one exists*
- List of State-approved 3rd party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Building Specific NYS Grades 4-8 ELA and Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	Building Specific NYS Grades 4-8 ELA and Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	Building Specific NYS Grades 4-8 ELA and Math Assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades K-2, teachers will receive the state provided growth score for their respective building on the applicable state assessments. For 3rd grade, the district has set individual growth targets using pre-assessment baseline data for student performance on the summative assessment. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding their individual growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student growth beyond expectations during the school year. Please see uploaded charts in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable and appropriate student growth. Please see uploaded charts in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student growth that does not meet the established target. Please see uploaded charts in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student growth. Please see uploaded charts in 2.11.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Building Specific NYS Grades 4-8 ELA and Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	Building Specific NYS Grades 4-8 ELA and Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	Building Specific NYS Grades 4-8 ELA and Math Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades K-2, teachers will receive the state provided growth score for their respective building on the applicable state assessments. For 3rd grade, the district has set individual growth targets using pre-assessment baseline data for student performance on the summative assessment. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding their individual growth target.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The work of the teacher results in exceptional student growth beyond expectations during the school year. Please see uploaded charts in 2.11.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The work of the teacher results in acceptable, measurable and appropriate student growth. Please see uploaded charts in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The work of the teacher results in student growth that does not meet the established target. Please see uploaded charts in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The work of the teacher does not result in acceptable student growth. Please see uploaded charts in 2.11.

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	School- or BOCES-wide, group or team results based on State assessments	Building Specific NYS Grades 4-8 ELA and Math Assessments
7	School- or BOCES-wide, group or team results based on State assessments	Building Specific NYS Grades 4-8 ELA and Math Assessments

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

<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, below.</p>	<p>For grades 6-7, teachers will receive the state provided growth score for their respective building on the applicable state assessments. For 8th grade, the district has set individual growth targets using pre-assessment baseline data for student performance on the summative assessment. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding their individual growth target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of students met or exceeded the SLO target. Please see 2.11 for SPGS ranges.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>The work of the teacher results in acceptable, measurable and appropriate student growth. 76% - 89% of students met or exceeded the SLO target. Please see 2.11 for SPGS ranges.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>The work of the teacher results in student growth that does not meet the established target. 51% - 75% of students met or exceeded the SLO target. Please see 2.11 for SPGS ranges.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>The work of the teacher does not result in acceptable student growth. Fewer than 51% of students met or exceeded the SLO target. Please see 2.11 for SPGS ranges.</p>

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	School- or BOCES-wide, group or team results based on State assessments	Building Specific NYS Grades 4-8 ELA and Math Assessments
7	School- or BOCES-wide, group or team results based on State assessments	Building Specific NYS Grades 4-8 ELA and Math Assessments
8	School- or BOCES-wide, group or team results based on State assessments	Building Specific NYS Grades 4-8 ELA and Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades 6-8, teachers will receive the state provided growth score for their respective building on the applicable state assessments.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The work of the teacher results in exceptional student growth beyond expectations during the school year. Please see uploaded charts in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. Please see uploaded charts in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	The work of the teacher results in student growth that does not meet the established target. Please see uploaded charts in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The work of the teacher does not result in acceptable student growth. Please see uploaded charts in 2.11.

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	SCSD Developed Global I Exam

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance

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

<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, below.</p>	<p>For high school Social Studies, the district has set individual growth targets using pre-assessment baseline data for student performance on the summative assessment. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding their individual growth target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of students met or exceeded the SLO target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The work of the teacher results in acceptable, measurable and appropriate student growth. 76% - 89% of students met or exceeded the SLO target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The work of the teacher results in student growth that does not meet the established target. 51% - 75% of students met or exceeded the SLO target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>The work of the teacher does not result in acceptable student growth. Fewer than 51% of students met or exceeded the SLO target.</p>

2.7) High School Science Regents Courses

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

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

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

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

<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, below.</p>	<p>For High School Science, the district has set individual growth targets using pre-assessment baseline data for student performance on the summative assessment. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding their individual growth target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of students met or exceeded the SLO target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The work of the teacher results in acceptable, measurable and appropriate student growth. 76% - 89% of students met or exceeded the SLO target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The work of the teacher results in student growth that does not meet the established target. 51% - 75% of students met or exceeded the SLO target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>The work of the teacher does not result in acceptable student growth. Fewer than 51% of students met or exceeded the SLO target.</p>

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

<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, below.</p>	<p>For High School Math, the district has set individual growth targets using pre-assessment baseline data for student performance on the summative assessment. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding their individual growth target. For students enrolled in Common Core courses, the district will be administering both the NYS integrated and the NYS Common Core Algebra I Regents exams. The district will use the higher of the two scores for APPR purposes.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of students met or exceeded the SLO target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The work of the teacher results in acceptable, measurable and appropriate student growth. 76% - 89% of students met or exceeded the SLO target.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The work of the teacher results in student growth that does not meet the established target. 51% - 75% of students met or exceeded the SLO target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>The work of the teacher does not result in acceptable student growth. Fewer than 51% of students met or exceeded the SLO target.</p>

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	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive and NYS Common Core ELA Regents Assessments
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive and NYS Common Core ELA Regents Assessments
Grade 11 ELA	Regents assessment	NYS Comprehensive and NYS Common Core ELA Regents Assessments

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

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

<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, below.</p>	<p>For Grade 11 ELA, the district has set individual growth targets using pre-assessment baseline data for student performance on the summative assessment. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding their individual growth target. For grades 9 and 10 ELA, HEDI points will be awarded based on the percentage of students school-wide meeting or exceeding their individual growth targets on the ELA Regents exam. For students enrolled in Common Core courses, the district will be administering both the NYS comprehensive and the NYS Common Core ELA Regents exams. The district will use the higher of the two scores for APPR purposes.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The work of the teacher results in exceptional student growth beyond expectations during the school year. 90% or more of students met or exceeded the SLO target.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The work of the teacher results in acceptable, measurable and appropriate student growth. 76% - 89% of students met or exceeded the SLO target.</p>

expectations for measuring student growth on the assessments listed for this Task.

<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, below.</p>	<p>For all other courses, teachers will receive the state provided growth score for their respective building on the applicable state / Regents assessments. For ESL, the district has set individual growth targets using baseline data for student performance on the summative assessment. HEDI points are awarded to a teacher based on the percentage of students meeting or exceeding their individual growth target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>The work of the teacher results in exceptional student growth beyond expectations during the school year.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>The work of the teacher results in acceptable, measurable and appropriate student growth.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>The work of the teacher results in student growth that does not meet the established target.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>The work of the teacher does not result in acceptable student growth.</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/601923-TXEttx9bQW/SCSD State SLOs_HEDI Table_2 11_1_2.docx

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior

academic history, students with disabilities, English language learners, and students in poverty.

There will be no locally developed controls utilized for SLOs in any course or subject area.

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked

Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 03/12/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures

subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NYS Grades 4 ELA State Assessments
5	3) Teacher specific achievement or growth score computed locally	NYS Grades 5 ELA State Assessments
6	3) Teacher specific achievement or growth score computed locally	NYS Grades 6 ELA State Assessments
7	3) Teacher specific achievement or growth score computed locally	NYS Grades 7 ELA State Assessments
8	3) Teacher specific achievement or growth score computed locally	NYS Grades 8 ELA State Assessments

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.	Teachers will be given HEDI ratings based on the percentage of students that meet the achievement target set by the teacher, with approval of the administrator.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school-year. 80% or more of the students met or exceeded the target.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student achievement. At least 50%, but fewer than 80% of the students met or exceeded the target.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. At least 20%, but fewer than 50% of the students met or exceeded the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. Fewer than 20% of students met or exceeded the target.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	NYS Grades 4 Math State Assessments
5	3) Teacher specific achievement or growth score computed locally	NYS Grades 5 Math State Assessments
6	3) Teacher specific achievement or growth score computed locally	NYS Grades 6 Math State Assessments
7	3) Teacher specific achievement or growth score computed locally	NYS Grades 7 Math State Assessments
8	3) Teacher specific achievement or growth score computed locally	NYS Grades 8 Math State Assessments

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.	Teachers will be given HEDI ratings based on the percentage of students that meet the achievement target set by the teacher, with approval of the administrator.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school-year. 80% or more of the students met or exceeded the target.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student achievement. At least 50%, but fewer than 80% of the students met or exceeded the target.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. At least 20%, but fewer than 50% of the students met or exceeded the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. Fewer than 20% of students met or exceeded 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/12149/601924-rhJdBgDruP/3.3 HEDI Table - 02-27-15_603OxnU.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	SCSD-Developed Kindergarten ELA Performance Tasks
1	7) Student Learning Objectives	SCSD-Developed Grade 1 ELA Performance Tasks
2	7) Student Learning Objectives	SCSD-Developed Grade 2 ELA Performance Tasks
3	7) Student Learning Objectives	SCSD-Developed Grade 3 ELA Performance Tasks

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.	Teachers will be given HEDI ratings based on the percentage of students that meet the achievement target set by the teacher, with approval of the administrator.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school-year. 80% or more of the students met or exceeded the target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student achievement. At least 50%, but fewer than 80% of the students met or exceeded the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. At least 20%, but fewer than 50% of the students met or exceeded the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. Fewer than 20% of students met or exceeded the target.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	SCSD-Developed Kindergarten Math Performance Tasks
1	7) Student Learning Objectives	SCSD-Developed Grade 1 Math Performance Tasks

2	7) Student Learning Objectives	SCSD-Developed Grade 2 Math Performance Tasks
3	7) Student Learning Objectives	SCSD-Developed Grade 3 Math Performance Tasks

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will be given HEDI ratings based on the percentage of students that meet the achievement target set by the teacher, with approval of the administrator.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school-year. 80% or more of the students met or exceeded the target.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student achievement. At least 50%, but fewer than 80% of the students met or exceeded the target.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. At least 20%, but fewer than 50% of the students met or exceeded the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. Fewer than 20% of students met or exceeded the target.

3.6) Grades 6-8 Science

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

Locally-Selected Measure from List of Approved Measures	Assessment
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6	7) Student Learning Objectives	SCSD-Developed Grade 6 Science Performance Tasks
7	7) Student Learning Objectives	SCSD-Developed Grade 7 Science Performance Tasks
8	7) Student Learning Objectives	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will be given HEDI ratings based on the percentage of students that meet the achievement target set by the teacher, with approval of the administrator.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school-year. 80% or more of the students met or exceeded the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student achievement. At least 50%, but fewer than 80% of the students met or exceeded the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. At least 20%, but fewer than 50% of the students met or exceeded the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. Fewer than 20% of students met or exceeded the target.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	7) Student Learning Objectives	SCSD-Developed Grade 6 Social Studies Performance Tasks

7	7) Student Learning Objectives	SCSD-Developed Grade 7 Social Studies Performance Tasks
8	7) Student Learning Objectives	SCSD-Developed Grade 8 Social Studies Performance Tasks

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will be given HEDI ratings based on the percentage of students that meet the achievement target set by the teacher, with approval of the administrator.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school-year. 80% or more of the students met or exceeded the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student achievement. At least 50%, but fewer than 80% of the students met or exceeded the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. At least 20%, but fewer than 50% of the students met or exceeded the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. Fewer than 20% of students met or exceeded the target.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	SCSD-Developed Global I Performance Tasks
Global 2	7) Student Learning Objectives	NYS Global 2 Regents Exam
American History	7) Student Learning Objectives	NYS American History Regents Exam

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.	Teachers will be given HEDI ratings based on the percentage of students that meet the achievement target set by the teacher, with approval of the administrator.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school-year. 80% or more of the students met or exceeded the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student achievement. At least 50%, but fewer than 80% of the students met or exceeded the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. At least 20%, but fewer than 50% of the students met or exceeded the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. Fewer than 20% of students met or exceeded the target.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	NYS Living Environment Regents Exam
Earth Science	7) Student Learning Objectives	NYS Earth Science Regents Exam
Chemistry	7) Student Learning Objectives	NYS Chemistry Regents Exam
Physics	7) Student Learning Objectives	NYS Physics Regents Exam

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.	Teachers will be given HEDI ratings based on the percentage of students that meet the achievement target set by the teacher, with approval of the administrator.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school-year. 80% or more of the students met or exceeded the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. At least 20%, but fewer than 50% of the students met or exceeded the target.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student achievement. At least 50%, but fewer than 80% of the students met or exceeded the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. Fewer than 20% of students met or exceeded the target.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	NYS Integrated and NYS Common Core Algebra I Regents Exam
Geometry	7) Student Learning Objectives	NYS Geometry Regents Exam
Algebra 2	7) Student Learning Objectives	NYS Algebra 2 Regents Exam

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

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

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will be given HEDI ratings based on the percentage of students that meet the achievement target set by the teacher, with approval of the administrator. For students enrolled in Common Core courses, the district will be administering both the NYS integrated and the NYS Common Core Algebra I Regents Exams. The district will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school-year. 80% or more of the students met or exceeded the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student achievement. At least 50%, but fewer than 80% of the students met or exceeded the target.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. At least 20%, but fewer than 50% of the students met or exceeded the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. Fewer than 20% of students met or exceeded the target.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	7) Student Learning Objectives	SCSD-Developed Grade 9 ELA Performance Tasks
Grade 10 ELA	7) Student Learning Objectives	SCSD-Developed Grade 10 ELA Performance Tasks
Grade 11 ELA	7) Student Learning Objectives	NYS Comprehensive and NYS Common Core English 11 Regents Assessments

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers will be given HEDI ratings based on the percentage of students that meet the achievement target set by the teacher, with approval of the administrator. For students enrolled in Common Core courses, the district will be administering both the NYS comprehensive and the NYS Common Core ELA Regents Exams. The district will use the higher of the two scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in exceptional student achievement beyond expectations during the school-year. 80% or more of the students met or exceeded the target.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in acceptable, measurable and appropriate student achievement. At least 50%, but fewer than 80% of the students met or exceeded the target.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher results in student achievement that does not meet the established target. At least 20%, but fewer than 50% of the students met or exceeded the target.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The work of the teacher does not result in acceptable student achievement. Fewer than 20% of students met or exceeded 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All courses of Languages other than English	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Task

All grades 9-12 technology courses	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Taskks
All grades 9-12 business courses	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Taskks
All grades 9-12 Social Studies courses (Electives and non-Regents courses)	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Task
All grades 9-12 ELA electives and non-Regents courses	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Taskks
All grades 9-12 ESL courses	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Taskks
All grades 9-12 CTE courses	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Taskks
All non-Regents Foreign Language courses	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Taskks
All grades 9-12 Math Electives and non-Regents courses	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Taskks
All grades 9-12 Science Electives and non-Regents courses	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Task
All grades K-12 Art Classes	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Taskks
All grades K-12 Physical Education classes	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Task
All grades K-12 Music Classes	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Task
All Health Courses	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Taskks
All AVID Courses	7) Student Learning Objectives	SCSD-Developed Course Specific Performance Taskks

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>Teachers will be given HEDI ratings based on the percentage of students that meet the achievement target set by the teacher, with approval of the administrator.</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>The work of the teacher results in exceptional student achievement beyond expectations during the school-year. 80% or more of the students met or exceeded 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 work of the teacher results in acceptable, measurable and appropriate student achievement. At least 50%, but fewer than 80% of the students met or exceeded the target.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The work of the teacher results in student achievement that does not meet the established target. At least 20%, but fewer than 50% of the students met or exceeded 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>The work of the teacher does not result in acceptable student achievement. Fewer than 20% of students met or exceeded the target.</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/601924-y92vNseFa4/3.13 HEDI Table 1 - 02-27-15_8CobRzE.docx

3.14) Locally Developed Controls

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

The teacher's HEDI score will be divided by the percentage of days all students were in attendance, except that a teacher's HEDI score will not be increased by more than 2 points due to such an adjustment. Historically, students with lower rates of attendance do not perform as well on summative assessments.

Process used to mitigate potentially problematic incentives associated with controls or adjustments:

We employ a universal expectation for regular student attendance, Pre-k through grade 12. Attendance teams are in place at each school to monitor the attendance of students at each school. Students are positively recognized for 95% attendance. Those students who demonstrate difficulty getting to school, the district protocol is to contact the student and the parent by phone, including a home visit to problem solve the reason(s) why a student may not be attending school. Referrals to community agencies are made available to families where appropriate, depending on family concerns. The district employs 2 Attendance Assistants, whose job is to provide additional support to the school-based teams, via home visits, and to provide information and referral to families; explain the need to attend school, and the responsibility of the district to report educational neglect. Our policy is to provide every student and family with outreach to encourage and support daily school attendance.

The District has a collaborative working relationship with the Onondaga County Departments of Social Services and the Probation Department, serving children and youth. Together with the District, we can support increased student attendance and parent engagement. A community attendance awareness initiative is being created jointly with the local Pro-Literacy/United Way agencies and the District. The kick off will be August and September.

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.

If educators have more than one locally selected measure for comparable growth, the measures will each earn a score from 0-15 or 0-20 points as applicable which the district must weigh proportionately based on the number of students in each measure.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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

Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, July 15, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	District Variance
---------------------------------------	-------------------

Second Rubric, if applicable	Danielson's Framework for Teaching (2011 Revised Edition)
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4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

No

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

Tenured teachers selecting peer observation option and non-tenured teachers

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	20
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	0

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

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.

For each observation, points will be assigned by using an average weighted rubric score of 1-4 based on the percentages in the uploaded document in task 4.2. Each weighted rubric score for a domain will be added together to result in a final weighted rubric score for that observation. Teachers will be rated according to the rubric for each observation, and then the rating within each sub-component within each domain will be averaged. The rubric scores from each observation will be averaged together to result in a final 1-4 score and then converted to a 60-point scale. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. Normal rounding rules will apply, but in no case will rounding result in a teacher moving from one scoring band to the next.

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.

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 performance and results are exceptional and exceed NYS teaching standards of professional practice.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results are acceptable meet NYS teaching standards of professional practice.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet NYS teaching standards of professional practice.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results are not acceptable and do not meet NYS teaching standards of professional practice.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	2
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?

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	1
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?

-
- Not Applicable
-

5. Composite Scoring (Teachers)

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Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

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Updated Tuesday, July 01, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/601927-Df0w3Xx5v6/SCSD_TIP Template for 97-2003 Word.doc

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:

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

1. Only teachers receiving a rating of ineffective and developing shall have the right to appeal their rating.

A. The teacher shall be entitled to a hearing on the reasons for his/her rating if s/he notifies the Superintendent or his/her designee to this effect, in writing, no later than ten (10) school days following receipt of the final rating notice. Failure to file for a hearing within

the ten (10) school days shall be considered as a waiver of this appeal process.

B. The request for hearing must state the particular provisions of the evaluation and/or process that the teacher believes to be inaccurate. The hearing will be scheduled within ten (10) school days of the teacher's request, and completed within thirty (30) calendar days thereafter, by a Hearing Panel consisting of three (3) members and comprised of the Superintendent's designee, one teacher named by the Association, and a third person who shall be selected by the Superintendent and the President of the Association. The third person must be trained as an evaluator. A panel member may not have been involved in the evaluation process of the teacher who is appealing. Any extension beyond the thirty (30) day limitations shall be by mutual agreement of the Superintendent and the President of the Association and will be timely and expeditious in accordance with Education Law 3012-C

C. The hearing shall consist of all documents comprising the evaluation and any rebuttal documents. The panel and/or the teacher may request testimony from the teacher and/or evaluator(s). The hearing shall be closed to the public.

The panel shall make its recommendation within five (5) school days of the conclusion of the hearing. The panel's recommendation shall be advisory to the Superintendent of Schools whose final decision shall be binding on the parties.

2. The grievance and/or arbitration procedures in the negotiated agreement shall not be used to appeal or review a teacher's annual performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied as the exclusive remedy available to the teacher.

3. Consistent with Education Law 3012-C, nothing in this memorandum or in the APPR Plan shall abrogate the rights of the SCSD, its Board of Education and Superintendent of Schools to discontinue the employment of a probationary teacher in accordance with Education Law §§3012 and 3031 or the collective bargaining agreement, as applicable, or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary teacher, and/or to deny tenure.

Subject to local decision-making, a district may allow for the timely and expeditious appeal of any or all of the grounds enumerated in Education Law Section 3012-c(5). All steps in the appeals process will conclude in a timely and expeditious manner.

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

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

I. SCSD Teaching and Learning Framework Implementation Plan (Teachers in Grades K-5)

Overview:

We recognize the importance of building the capacity of our school leaders to equitably evaluate the effectiveness of our teachers. To that end, we are proposing the following process for "certifying" our observers and building their capacity to grow teachers over time. This will help Syracuse City Schools achieve a larger goal of quality and consistency in the implementation of a teacher support and evaluation process.

Observer Training and Certification:

Description: For three days in the summer, school leaders will engage in their initial training on the Syracuse City Schools Teaching and Learning Framework – the centerpiece of the support and evaluation system. In this three-day experience, school leaders will gain exposure to the updated content of the Framework, its uses and rationale, and begin the process of applying it within the context of teacher observation, evaluation, and feedback. These three days will focus on building the skills that have been initiated through the use of prior rubrics and frameworks. School leaders will spend significant time understanding the changes made from the previously approved rubric to the currently approved rubric, including gaining a deeper understanding of how the Common Core State Standards create the foundation of the new Syracuse specific framework. This will serve as the foundation for a year-long professional development engagement.

Participants will be certified upon completing three independent video observations that meet the proficiency benchmarks. The videos will be observed and rated by an SCSD norming committee, to set a Syracuse specific standard. The norming committee will be comprised of elementary teachers, principals, Insight Education Group consultants, Peer Observers and district personnel. The committee will review and norm several elementary instructional videos based on the SCSD Teaching and Learning Framework and Rubric. These normed ratings will create the exemplar used as the mastery standard for both the certification process and the ongoing professional development.

Proficiency standards for obtaining observation certification shall require participants to rate an exact match on a certain number of indicators and be within a specified range of the average score (e.g. .5), as determined by the SCSD norming committee. Certification will be based on video observations for the Teach and Create a Learning Environment domains only. Certification on Plan and Analyze

and Adjust Domains will be artifact based.

Participants who do not meet the certification benchmark on their first try will receive additional training and support before participating in the certification process again. It is the goal to ensure that all observers are certified in the months of August and September. However, it is important to note that all school leaders will continue to participate in monthly calibration sessions throughout the year as a means of continuously improving their practice.

Ongoing Calibration / Inter-rater Reliability

Description: Every month, cohorts of school leaders will “norm” around the key indicators of the evaluation process. In addition to deepening their knowledge and understanding of the Framework’s content, they will utilize the Framework’s rubric to engage in a comprehensive process for observation, evidence collection, coding of evidence, and rating of teacher practice relative to the Framework’s indicators. Through video case studies, participants will rate practice both independently and collaboratively with colleagues to build consistency in expectations across the district. These facilitated sessions will utilize a norming protocol to further ensure that all cohorts are engaged in the same process, with the ultimate goal of providing a common approach for observing teaching practice, providing specific feedback aligned to commonly understood expectations, and ultimately evaluating teaching practice. The sessions will also focus on next steps for school leaders, providing support on how to coach and develop both high and low performing teachers.

In each of these monthly norming sessions, participants will end the session with an independent video observation that will be compared to a normed exemplar. This will provide feedback for the facilitators about the effectiveness of the sessions while also providing feedback relative to the participant’s proficiency with the evaluation process. The district will set benchmarks for proficiency, and participant’s evaluations will be compared to the exemplars.

Using Framework Data to Grow Teachers

Description: During the monthly norming sessions, Insight will provide coaching support for principals. This support will be included in the monthly norming sessions and will mimic the process of an administrator observing, evaluating and coaching a teacher. Insight’s coaching instruction and philosophy will help administrators to prioritize areas of growth and ensure targeted, differentiated, high quality support for teachers.

Co-Observations

Description: In addition to the monthly, facilitated norming sessions, school leaders will conduct at least one observation each month with a colleague to continue to hone their observation practices. They will be asked to observe a lesson together, evaluate the lesson independently, then compare scores and feedback to see how aligned they are in their view of effective instructional practices. We believe that this process will further strengthen their ability to become effective and fair evaluators for the teachers whose evaluations they will be conducting.

Recertification of evaluators will be required on a yearly basis and will take place during the summer. Training will consist of the nine required elements outlined in section 30-2.9 of the rules of the Board of Regents.

2. Danielson Framework for Teaching (2011 Revised Edition): (Teachers in Grades 6-12) on the Teachscape online platform
The Framework for Teaching Proficiency System includes three video-rich components integrated into a single easy-to-use system. Each part of the Proficiency System includes master-scored videos at all levels of performance.

1. Framework for Teaching—Observer Training
2. Framework for Teaching—Scoring Practice
3. Framework for Teaching—Proficiency Test

Observer Training:

Framework for Teaching—Observer Training includes eleven online professional development modules that prepare observers to deliver accurate and reliable evaluations of classroom teaching. Observer Training modules are designed for flexible use and can be used for self-paced, self-guided learning or as part of facilitated learning groups. Training topics include:

- The research and rationale behind the New Framework for Teaching Evaluation Instrument
- How to effectively conduct observations using the in-class observable domains of the New Framework for Teaching Evaluation Instrument
- Bias-awareness training to minimize the effects of observer bias

Scoring Practice:

Framework for Teaching—Scoring Practice prepares observers for real-world classroom observations by allowing them to practice their observation skills using master-scored classroom videos. In Scoring Practice an observer:

- Views online videos of real classrooms
- Scores the videos using the New Framework for Teaching Evaluation Instrument
- Receives feedback and compares his or her scores with the master scores assigned by an expert

Proficiency Test:

Developed in partnership with Charlotte Danielson and ETS, the Framework for Teaching—Proficiency Test is a rigorous next-generation assessment that uses innovative video-based items to assess the ability of observers to accurately evaluate teaching practice using Charlotte Danielson's New Framework for Teaching Evaluation Instrument.

By implementing the Framework for Teaching Proficiency Test districts and states can have increased confidence that observers will be able to assess teaching performance with accuracy and consistency.

Lead evaluators and evaluators who received initial certification in the Danielson framework will be recertified with a half day training to review the process for effectively conducting observations through the collection of evidence, bias-awareness exercises and calibration of ratings..

Ongoing Calibration / Inter-rater Reliability

Description: Every month, cohorts of school leaders will “norm” around the key indicators of the evaluation process. In addition to deepening their knowledge and understanding of the Framework’s content, they will utilize the Framework’s rubric to engage in a comprehensive process for observation, evidence collection, coding of evidence, and rating of teacher practice relative to the Framework’s indicators. Through video case studies, participants will rate practice both independently and collaboratively with colleagues to build consistency in expectations across the district. These facilitated sessions will utilize a norming protocol to further ensure that all cohorts are engaged in the same process, with the ultimate goal of providing a common approach for observing teaching practice, providing specific feedback aligned to commonly understood expectations, and ultimately evaluating teaching practice. The sessions will also focus on next steps for school leaders, providing support on how to coach and develop both high and low performing teachers.

Using Framework Data to Grow Teachers

Description: During the monthly norming sessions, the district will provide coaching support for principals. This support will be included in the monthly norming sessions and will mimic the process of an administrator observing, evaluating and coaching a teacher. The district's coaching instruction and philosophy will help administrators to prioritize areas of growth and ensure targeted, differentiated, high quality support for teachers.

Recertification of evaluators will be required on a yearly basis and will take place during the summer. Training will consist of the nine required elements outlined in section 30-2.9 of the rules of the Board of Regents.

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: 04/30/2013

Last updated: 03/12/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

Page 1

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

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

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

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

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

	PK-5
	PK-6
	PK-8
	K-5
	K-8
	6-8
	9-12

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

Please check the boxes below:

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

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

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

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
- Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades

3 and above and the 4th drop-down option applies to grades K-2.

School or Program Type	SLO with Assessment Option	Name of the Assessment
McCarthy at Beard (K-8)	State assessment	NYS Grade-Specific ELA and Math Assessments
McCarthy at Beard (K-8)	Grades K-2: 3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	AIMSweb
Johnson Center (9-12)	State assessment	NYS Integrated and NYS Common Core Algebra I and NYS Geometry Regents Exams
Johnson Center (9-12)	State assessment	NYS Comprehensive and NYS Common Core ELA Regents Exam

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

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

Points will be assigned to principals in the McCarthy and Johnson Center programs based on the percentage of students reaching their individual growth targets set using baseline data by the district on the NYS assessments, Regents and 3rd-party assessments indicated above. Each principal will have multiple SLOs. A table entitled, "Comparable Measures McCarthy and Johnson Center Programs" has been uploaded in this section (7.3) to further describe the process for assigning HEDI categories. For students enrolled in Common Core courses, the district will administer both the NYS Integrated and NYS Common Core Algebra I Regents Exams and both the NYS Comprehensive and NYS Common Core ELA Regents Exams. For both courses, the district will use the higher of the two scores for APPR purposes. Normal rounding rules will apply, but in no case will rounding result in a principal moving from one scoring band to the next. SLOs for the McCarthy Center Principal will use the State-provided growth measures for grades 4 through 8 ELA/math, as applicable. Additional SLOs will then be set based on ELA and math State assessment results as applicable. If 30% or more of students are then covered by the principal's SLOs, no additional SLOs are necessary. If, however, fewer than 30% of students are covered by these SLOs, then additional SLOs will be set based on AIMSWEB for the K-2 grades/courses that have the largest number of students.

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

Individual student results indicate exceptional student growth beyond expectations. The school-wide attainment of student growth exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. 91% or more of students met or exceeded their individual SLO target.

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

Individual student results indicate student growth that meets expectations. The school-wide attainment of student growth meets or slightly exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. 85-90% of students met or exceeded their individual SLO target.

<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Individual student results indicate student growth that is below expectations. The school-wide attainment of student growth are below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. 79-84% of students met or exceeded their individual SLO target.</p>
<p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>	<p>Individual student results indicate student growth that is significantly below expectations. The school-wide attainment of student growth is significantly below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. Fewer than 79% of students met or exceeded their individual SLO target.</p>

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/12156/601928-lha0DogRNw/Form 7.3 Comparable Measures McCarthy and Johnson.docx](#)

7.4) Special Considerations for Comparable Growth Measures

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

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

No adjustments, controls or other special considerations will be used.

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 03/12/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing/>).

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
Pre K - 5	(b) results for students in specific performance levels	Gr. 4 & 5 NYS ELA and Math Assessments
Pre K - 6	(b) results for students in specific performance levels	Gr. 4, 5 & 6 NYS ELA and Math Assessments
Pre K - 8	(b) results for students in specific performance levels	Gr. 4, 5, 6, 7 & 8 NYS ELA and Math Assessments
K - 5	(b) results for students in specific performance levels	Gr. 4 & 5 NYS ELA and Math Assessments
K - 8	(b) results for students in specific performance levels	Gr. 4, 5, 6, 7 & 8 NYS ELA and Math Assessments
6 - 8	(b) results for students in specific performance levels	Gr. 6, 7 & 8 NYS ELA and Math Assessments

9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	4-year graduation rates, including August graduates
9-12	(g) % achieving specific level on Regents or alternatives	Percentage increase in students passing the following 5 Regents exams: NYS Integrated and NYS Common Core Algebra I Regents Exams; NYS Comprehensive and NYS Common Core ELA Regents Exams; NYS Living Environment Regents Exam; NYS Global History & Geography Regents Exam; and NYS U.S. History & Government Regents Exam

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

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

	<p>All Principals in the grade configurations listed above will have 15% (20% until value-added is implemented) local measures HEDI score determined by the extent by which they reach the following targets. Each item will be worth a maximum of 3.75 (5 until value-added is implemented) of the 15 (20 until value-added is implemented) point total: K-8 Principals: Four school-wide measures of student achievement: a. From the previous school year to the current school year, reduce by 10 percent the average of (1) the percentage of students scoring at Level 1 in ELA and (2) the percentage of students scoring at Level 1 in Math b. From the previous school year to the current school year, increase by 3 percentage points the average of (1) the percentage of students scoring at or above Level 3 in ELA and (2) the percentage of students scoring at or above Level 3 in Math c. Two of the following five options to be selected by the principal: *From the previous school year to the current school year, increase by 3 percentage points the percentage of students scoring at least 2 on the NYSESLAT, of all students who complete the assessment *From the previous school year to the current school year, increase by 3</p>
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Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.

year to the current school year, increase by 3 percentage points the percentage of students scoring at least 2 on the 4th or 8th grade science state assessment, of all students *From the previous school year to the current school year, achieve an average grade equivalent growth on the Scholastic Reading Inventory of at least 1 year for all students who are included on the current year BEDS report and have a score from both the previous year and the current year, with 1 year of growth defined as 75 points *From the previous school year to the current school year, achieve an average grade equivalent growth on the AIMSweb Math assessment of at least 1 year for all students who are included on the current year BEDS report and have a score from both the previous year and the current year *From the previous school year to the current school year, achieve an average grade equivalent growth on the AIMSweb ELA assessment of at least 1 year for all students who are included on the current BEDS report and have a score from both the previous year and the current year OR for middle schools, increase by 3 percentage points the percentage of students scoring proficient (defined as 65 or higher) on the Foreign Language assessment 9-12 Principals: Four school-wide measures of student achievement: a. From the previous school year to the current school year, increase by 4 percentage points the 4-year cohort student graduation rate through June, except that a principal of a school with a 4-year cohort student graduation rate through June of 80% or more cannot earn less than 17 points for this measure, 82% or more earns at least 18 points, 84% at least 19 points, and 86% 20 points. b. From the previous school year to the current school year, increase by 3 percentage points the average of the percentages of students passing (65% or higher) each of the following 5 Regents exams on the first attempt in June: NYS Integrated and NYS Common Core Algebra I Regents Exams; NYS Comprehensive and NYS Common Core ELA Regents Exams; NYS Living Environment Regents Exam; NYS Global History & Geography Regents Exam; and NYS U.S. History & Government Regents Exam c. Two of the following five options, selected by the principal: *From the previous school year to the current school year, increase by 3 percentage points the percentage of

increase by 3 percentage points the percentage of students passing any one NYS Regents exam on the first attempt in June *From the previous school year to the current school year, increase by 3 percentage points the percentage of all students who pass a college-level course with a score of at least 65 during the year. These college-level courses count toward high school credit accumulation. *From the previous school year to the current school year, increase by 3 percentage points the percentage of graduating students who graduate with an Regents diploma with Advanced designation *From the previous school year to the current school year, increase by 3 percentage points the percentage of students who pass a subject-specific NOCTI exam with a score of at least 65 during the year *From the previous school year to the current school year, increase by 3 percentage points the percentage of students in 9th grade and 11th grade who achieve the target credit accumulation by the end of the grade in June (greater than or equal to 5.5 credits at the end of 9th grade and greater than or equal to 16.5 credits at the end of 11th grade). For students enrolled in Common Core courses, the district will administer both the NYS Integrated and NYS Common Core Algebra I Regents Exams and both the NYS Comprehensive and NYS Common Core ELA Regents Exams. For both courses, the district will use the higher of the two scores for APPR purposes. Regardless of the measures selected, principals of the same grade configurations will use the same measures of performance.

<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 8.1 charts and descriptions.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 8.1 charts and descriptions.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 8.1 charts and descriptions.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 8.1 charts and descriptions.</p>

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved

Value-Added Measure" as an attachment for review. [Click here for a downloadable copy of Form 8.1. \(MS Word \)](#)

assets/survey-uploads/12190/601929-8o9AH60arN/8.1_Local for Principals_3.doc

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/12190/601929-qBFVOWF7fC/Principal Local Measure_8.1_2nd attachment_3.docx

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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
McCarthy School Program	(b) results for students in specific performance levels	Grade 4 - 8 NYS ELA Assessments
McCarthy School Program	(b) results for students in specific performance levels	Grade 4 - 8 NYS Math Assessments

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The McCarthy program will have 20% local measures HEDI score determined by the extent by which they reach the following targets. Each item will be worth a maximum of 5 of the 20 point total: 1. Reduction of students scoring at level 1 on NYS Math assessments by 10 percentage points. 2. Reduction of students scoring at level 1 on NYS ELA assessments by 10 percentage points. 3. School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS Math assessments by 5 percentage points. 4. School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS ELA assessments by 5 percentage points. We have uploaded a table entitled Local Measures - McCarthy and Johnson Center Program Principals in section 8.2 to provide further details.</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>See Task 8.2 charts and descriptions</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 8.2 charts and descriptions</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 8.2 charts and descriptions</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See Task 8.2 charts and descriptions</p>

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. \(MS Word\)](#)

assets/survey-uploads/12190/601929-pi29aiX4bL/Form_8_2_Local_for_All_Other_1.doc

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/12190/601929-T8MIGWUVm1/8.2_Local_Measures_-_McCarthy_2.docx

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's

score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

The district will not make any adjustments, controls, or other special considerations in conjunction with local measures.

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.

This information is contained within the charts uploaded to sections 8.1 and 8.2 to explain the allocation of points within the HEDI categories and scores when there is a combination of locally selected measures.

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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

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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, July 15, 2014

Page 1

9.1) Principal Practice Rubric

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

9.1) Principal Practice Rubric Rubric	District Variance
---	-------------------

Second rubric (if applicable)	(No response)
-------------------------------	---------------

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The principal will be rated on each of the domains of the SCSD Building Leadership Framework for a total of 60 possible points. Each domain will be weighted as indicated:

For each visit, the SCSD Building Leadership Framework will be used to determine ratings. Each of the elements (“big concepts”) of the rubric, contained in the 8 domains within two general areas, shall be weighted equally. Each element within a domain will be scored from 1-4 and an average domain rating will be calculated for each domain. The 8 domains include:

- i. Instructional Leadership Domains
 - a. Establish and implement a shared vision for success
 - b. Drive high-quality, rigorous, student-centered instructional programs
 - c. Create a culture of data-driven decision making
 - d. Develop and coach teachers and instructional staff
- ii. Organizational Leadership Domains
 - a. Manage the organization, operations and resources
 - b. Ethics and diversity
 - c. Manage and lead change and innovation
 - d. Engaging internal and external stakeholders in the learning process

The weighted rubric scores from each school visit will be averaged together (that is, averaged across multiple observations) and converted to a score from 0-60 using the attached chart. The district will not utilize any additional measures. The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. Normal round rules will apply, but in no case will rounding result in a principal's score moving from one scoring band to the next.

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

assets/survey-uploads/12205/601930-pMADJ4gk6R/Process for Assigning Points and HEDI ratings_9.7.docx

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

Highly Effective: Overall performance and results exceed standards.	Overall principal performance substantially exceeds district standards for leadership performance based on NYS standards (ISLLC 2008). Points will be assigned in this category based on the total achieved on the SCSD Building Leadership Framework. The point distribution range for highly effective is 59 - 60.
Effective: Overall performance and results meet standards.	Overall principal performance meets or exceeds district standards for leadership performance based on NYS standards (ISLLC 2008). Points will be assigned in this category based on the total achieved on the SCSD Building Leadership Framework. The point distribution range for effective is 57 - 58.
Developing: Overall performance and results need improvement in order to meet standards.	Overall principal performance and results need improvement in order to meet district standards for leadership performance based on NYS standards (ISLLC 2008). Points will be assigned in this category based on the total achieved on the SCSD Building Leadership Framework. The point distribution range for developing is 50 - 56.
Ineffective: Overall performance and results do not meet standards.	Overall principal performance does not meet district standards for leadership performance based on NYS standards (ISLLC 2008). Points will be assigned in this category based on the total achieved on the SCSD Building Leadership Framework. The point distribution range for ineffective is 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	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	2
---------------	---

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, June 03, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/601932-Df0w3Xx5v6/SCSD Principal Improvement Plan_13-14.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Only principals receiving a rating of ineffective and developing shall have the right to appeal their ratings. Appeals are allowed for all grounds enumerated in NYS Education Law Section 3012-c.

a. The principal shall be entitled to a hearing on the reasons for his/her rating if s/he notifies the Superintendent or his/her designee to this effect, in writing, no later than five (5) school days following receipt of the final rating notice. Failure to file for a hearing within the five (5) school days shall be considered as a waiver of this appeal process.

b. The request for hearing must state the particular provisions of the evaluation and/or process that the principal believes to be inaccurate. The hearing will be scheduled within ten (10) school days of the request, and completed within thirty (30) calendar days thereafter, by a Hearing Panel consisting of three (3) members and comprised of the Superintendent's designee, one administrator named by SAAS, and a third person who shall be selected by the Superintendent and the President of SAAS. The third person must be trained as an evaluator. A panel member may not have been involved in the evaluation process of the principal who is appealing. Any extension beyond the thirty (30) day limitations shall be by mutual agreement of the Superintendent and the President of SAAS, as long as the hearing remains timely and expeditious.

c. The hearing shall consist of all documents comprising the evaluation and any rebuttal documents. The panel and/or the principal may request testimony from the principal and/or evaluator(s). The hearing shall be closed to the public. The panel shall make its recommendation within five (5) school days of the conclusion of the hearing. The panel's recommendation shall be advisory to the Superintendent of Schools whose final decision shall be binding on the parties. The Superintendent's final decision will be timely and expeditious according to NYS Education Law Section 3012-c.

2. The grievance and/or arbitration procedures in the negotiated agreement shall not be used to appeal or review a principal's APPR results for performance reviews conducted in the current school year. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

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

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

Principal Training and Observer Certification

School leaders, directors and observers will engage in their training on the Syracuse City Schools Leadership Framework in fall and will participate in ongoing training during the current school-year. In this training experience, school leaders, directors and observers will gain exposure to the updated content of the Framework, its uses and rationale, and begin the process of applying it within the context of teacher observation, artifact review, evaluation, and feedback. In addition to understanding the content of the framework, a primary objective of the training will be to analyze the connections between the leadership framework and the teaching and learning framework. The leadership framework is designed to focus school leaders on actions that most directly create and impact the conditions for successful implementation of the teaching and learning framework and the organizational leadership skills necessary for successful building management. The training will therefore focus on helping school leaders see the connections between their actions and building-wide success and on identifying implications for implementation. The training will also focus on building the skills that have been initiated through the use of prior rubrics and frameworks. School leaders will spend significant time understanding the adjustments made to the 2013-2014 Syracuse City School District specific framework that aligns to the district priorities for instruction. The initial training will serve as the foundation for a year-long professional development engagement.

Observer Certification:

Directors will be certified observers of the leadership framework. Evaluators will be recertified annually. Directors are responsible for supporting and evaluating principals in SCSD. Portions of the School Leader Framework will be evaluated through the collection and rating of artifacts. Directors will receive training on how best to collect, organize and rate artifacts, in addition to learning more about how to best observe a principal's work within their school community to arrive at a valid rating and better understand how to support and develop leadership. Initially, directors will participate in co-observations of principals and schools to ensure they are evaluating principals equitably, providing targeted supports, and leveraging common trends to inform whole group principal training. Prior to co-observations, Directors will receive training on the following topics, covering all required elements listed in Section 30-2.9 of the Rules of the Board of Regents:

- Identifying evidence aligned to each element of the leadership framework
- Collecting non-judgmental evidence
- Types of conversations, documents, observations needed to effectively collect evidence
- Organizing and rating artifacts
- Pre and Post conferences with principals to ensure growth

Where directors are not normed on their ratings, based on data from co-observations, additional training will be provided to further clarify elements of the framework and build a common understanding. Additionally, directors will meet regularly to discuss the areas of greatest need for supporting principals district-wide and will develop common support systems and strategies for doing so.

Ongoing Calibration / Inter-rater Reliability:

Cohorts of school leaders will have opportunities to spend time “norming” around the key indicators of the evaluation process on an on-going basis. In addition to deepening their knowledge and understanding of the Framework’s content, they will utilize the Framework’s rubric to engage in a comprehensive process for observation, evidence collection, coding of evidence, and rating of school leader practice relative to the Framework’s indicators. Participants will rate school leader practice both independently and collaboratively with colleagues to build consistency in expectations across the district. These ratings will be formed from artifacts, surveys and case studies used to create a complete picture of school leader practice. These facilitated sessions will utilize a norming protocol to further ensure that all cohorts are engaged in the same process, with the ultimate goal of providing a common approach for observing school leader practice, providing specific feedback aligned to commonly understood expectations, and ultimately evaluating school leader practice. The sessions will also focus on next steps for directors, providing support on how to coach and develop both high and low performing school leaders.

In each of these norming sessions, participants will end the day with an independent rating protocol that will be compared to a normed exemplar. This will provide feedback for the facilitators about the effectiveness of the sessions while also providing feedback relative to the participant’s proficiency with the evaluation process. The district will set benchmarks for proficiency, and participant’s evaluations will be compared to the exemplars.

Directors and other district observers will work in two cohorts (elementary and secondary) throughout the year. They will meet regularly for full day sessions throughout the current school-year.

Training will consist, in addition to the items outlined above of the nine required elements of 30-2.9 of the rules of the Board of Regents.

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: 03/01/2014

Last updated: 03/12/2015

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/1064658-3Uqgn5g9lu/APPR Certification Form 07-30-14_NRODr0t.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.

2.11 – SCSD HEDI Table / Graphics

The SCSD will prescribe district-wide Student Learning Objectives for each grade and subject. The scale below will be used to determine the HEDI points teachers will earn depending on the percentage of their students that meet their individual summative assessment goals.

	HE			E									D					I			
Points	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
%	98	94 - 97	90 - 93	89	88	86 - 87	84 - 85	82 - 83	80 - 81	78 - 79	77	76	72 - 75	68 - 71	64 - 67	59 - 63	55 - 58	51 - 54	41 - 50	31 - 40	0
	-100																				- 30

The scale on page 2 below will be used to determine the HEDI points teachers will earn. The scale below will be used when value-added is implemented.

Conversion Chart: 25 point SPGS to 20 point HEDI score

Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	16
	18	16
	17	15
	16	15
	15	14
	14	13
	13	12
	12	11
	11	10
	10	9
Developing	9	8
	8	8
	7	7
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

3.3 SCSD HEDI & Tables Local Measures

20% LOCAL SCORE

For Use Without a Value-Added Model:

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
94 – 100%	87 – 93%	80 – 86%	76- 79%	73- 75%	70- 72%	67- 69%	65- 66%	62- 64%	58- 61%	54- 57%	50- 53%	45- 49%	40- 44%	35- 39%	30- 34%	25- 29%	20- 24%	13- 19%	7- 12%	0 – 6%

For Use With a Value-Added Model:

Conversion Chart for 0-20 to 0-15 HEDI scores

	20 pt. conversion	15 pt. conversion
Highly Effective	20	15
	20	15
	19	14
	18	14
Effective	17	13
	17	13
	16	12
	16	12
	15	11
	15	11
	14	10
	13	10
	12	9
	11	9

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

Syracuse City School District

HEDI Scale for Student Learning Objectives

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
94 – 100%	87 – 93%	80 – 86%	76- 79%	73- 75%	70- 72%	67- 69%	65- 66%	62- 64%	58- 61%	54- 57%	50- 53%	45- 49%	40- 44%	35- 39%	30- 34%	25- 29%	20- 24%	13- 19%	7- 12%	0 – 6%

This HEDI scale will be used for SLOs for all courses at every grade and subject area that requires an SLO. The scale is used to determine the HEDI points teachers will earn depending on the percentage of their students that meet their summative assessment goals.

Form 4.2) Points within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review.

Tenured Teachers not selecting the peer observation option:

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
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	0

Form 4.2: Points Within Other Measures

There shall be a minimum of three (3) classroom observations for each tenured teacher with at least one observation by a certified administrator being unannounced. Classroom observation shall comprise of 60% of the teacher's composite score. For teachers who choose the Peer Observation option, classroom observations shall be conducted by trained evaluators, with at least two observations conducted by a certified administrator and one observation conducted by a Peer Observer. Tenured teachers may choose to have the observations conducted by an administrator count for all 60% of professional practice or they may choose to have the observations by an administrator count for 40% and the observation of the Peer Observer count for 20% of the composite score. Such election must be made by a tenured teacher by September 30 of each school year.

Rubric domains will have the following weights:

Danielson Rubric (grades 6-12)

Domain 1: Planning and Preparation 15%

Domain 2: Classroom Environment 35%

Domain 3: Instruction 35%

Domain 4: Professional Responsibilities 15%

SCSD Teaching and Learning Framework (grades K-5)

Domain 1: Plan 22%

Domain 2: Teach 39%

Domain 3: Create 25%

Domain 4: Analyze 14%

SCSD Conversion Chart
4.5 Process for Assigning Points and Determining HEDI Ratings

Teacher Rubric Score to Sub-Component Conversion Charts		
Total Average Rubric Score	Category	Conversion score for composite
Ineffective - 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38

Teacher Rubric Score to Sub-Component Conversion Charts		
Total Average Rubric Score	Category	Conversion score for composite
Ineffective - 0-49		
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing - 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective - 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective - 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (Round to 60)

Syracuse City School District
Annual Professional Performance Review
Teacher Improvement Plan (TIP)

Name _____

TIP Tier (highlight selection): 1, 2, or 3

School/Building _____

Exchange Conference Date ____/____/____

Tenured: Yes No Probationary Period: (From) ____/____/____ (To) ____/____/____

Observation Date ____/____/____ Evaluation Conference Date ____/____/____

TIP Timeline: (From) ____/____/____ (To) ____/____/____

Areas for Improvement: Identify specific areas in need of improvement. Develop specific, behaviorally written goals for the teacher to accomplish during the period of the TIP.

Expected Outcomes: Identify specific recommendations for what the teacher is expected to do to improve in the identified areas. Delineate specific, realistic and achievable activities for the teacher.

<i>Actions/Activities/ Events</i>	<i>Target Date</i>	<i>Review Date</i>	<i>Assessment of Progress</i>

Resources: Identify specific resources and support systems available to assist the teacher to improve performance.

Choose at least 3 options from suggested activities:

- Saturday Academy Professional Development (Tier 1, 2, and 3)
- Co-Planning Session with Coach and/or other Designated Support Person (Tier 2, 3)
- Observe Colleague (Tier 2, 3)
- View and reflect on video in Teachscape "Learning Suite" (Tier 1, 2)

- Participate in online learning course in Teachscape (Tier 1, 2)
- Read, reflect and implement on strategy from researched based professional article (Tier 1)
- Additional observations (formal and/or informal) with feedback (Tier 2, 3)
- Videotape lesson(s) and receive informal feedback (Tier 2, 3)

Other item(s) not included on list above:

-

Provide Additional Information / Details for each selection:

- 1.
- 2.
- 3.

Responsibilities: Identify responsible supervisory administrator[s] and steps to be taken by supervisors throughout the TIP.

<i>Resources</i>	<i>Responsible Administrator</i>	<i>Administrator Follow-Up</i> (Choose from suggestions or add your own)
		Choose an Item (highlight selection): <ul style="list-style-type: none"> • Additional Observations • Review of Lesson Plans • Scheduled Check-Ins with Teacher • Collaborate with Coach/District Support on teacher progress Other (not listed): Additional Information:
		Choose an Item (highlight selection): <ul style="list-style-type: none"> • Additional Observations • Review of Lesson Plans • Scheduled Check-Ins with Teacher • Collaborate with Coach/District Support on teacher progress Other (not listed): Additional Information:
		Choose an Item (highlight selection): <ul style="list-style-type: none"> • Additional Observations • Review of Lesson Plans • Scheduled Check-Ins with Teacher

		<ul style="list-style-type: none"> Collaborate with Coach/District Support on teacher progress Other (not listed): Additional Information:
--	--	--

Evidence of Achievement: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the teacher is successful, partially successful or unsuccessful in efforts to improve performance.

<i>Check-In Date</i>	<i>Administrator's Comments</i>	<i>Teacher's Comments / Artifacts</i>

Next Scheduled Observation: ____/____/____

The teacher gives permission for a copy of this Teacher Improvement Plan to be forwarded to the Syracuse Teachers Association.

_____ /____/____ _____ /____/____
Signature of Teacher *Date* *Signature of Principal* *Date*

7.3 Growth on Comparable Measures— McCarthy Program Principal and Johnson Center Program Principal

A. MCCARTHY:

The Comparable Measures score for the McCarthy Program principal will be determined with two SLOs, each worth up to 10 points as follows:

1. 85% or more of students taking the applicable ELA assessment will meet or exceed their individually set target (Capped at 10 points).
2. 85% or more of students taking the applicable Math assessment will meet or exceed their individually set target (Capped at 10 points).

The chart below entitled, “SLO HEDI Chart – Comparable Measures McCarthy Program Principal and Johnson Center Program Principal” will be used to determine the points awarded for each of the two SLOs. The two scores will be added together after being weighted based on the number of students in each SLO to obtain the total score on Comparable Measures for the McCarthy Program principal using the chart entitled, “Comparable Measures HEDI Chart – McCarthy Program Principal and Johnson Center Program Principal”.

SLO HEDI Chart – Comparable Measures McCarthy Program Principal and Johnson Center Program Principal

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
10	9.5	9.0	8.5	8.0	7.5	7.0	6.5	6.0	5.5	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	.5	0
98 – 100%	95 – 97%	91 – 94%	90%	89%	88.5%	88%	87.5%	87%	86.5%	86%	85%	84%	83%	82%	81%	80%	79%	70 – 78%	60 – 69%	0 – 59%

*The percentage listed is the minimum percentage needed to earn the corresponding HEDI point value

Comparable Measures HEDI Chart – McCarthy Program Principal and Johnson Center Program Principal

Ineffective	Developing	Effective	Highly Effective
0-2	3-8	9-17	18-20

B. JOHNSON CENTER:

The Comparable Measures score for the Johnson Center Program principal will be determined with two SLOs, each worth up to 10 points as follows:

1. 85% or more of students taking the NYS Integrated and Common Core Algebra I and Geometry Regents exam will meet or exceed their individually set target (Capped at 10 points).
2. 85% or more of students taking the NYS Comprehensive and NYS Common Core ELA Regents exam will meet or exceed their individually set target (Capped at 10 points).

The chart below, “SLO HEDI Chart – Comparable Measures McCarthy Program Principal and Johnson Center Program Principal” will be used to determine the points awarded for each of the two SLOs. Both of the scores will be added together after being weighted based on the number of students in each SLO to obtain the total score on Comparable Measures for the Johnson Center Program principal. The chart entitled, “Comparable Measures HEDI Chart – McCarthy Program Principal and Johnson Center Program Principal” provides the point distribution for HEDI ranges.

SLO HEDI Chart – Comparable Measures McCarthy Program Principal and Johnson Center Program Principal

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
10	9.5	9.0	8.5	8.0	7.5	7.0	6.5	6.0	5.5	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	.5	0
98 – 100%	95 – 97%	91 – 94%	90%	89%	88.5%	88%	87.5%	87%	86.5%	86%	85%	84%	83%	82%	81%	80%	79%	70 – 78%	60 – 69%	0 – 59%

*The percentage listed is the minimum percentage needed to earn the corresponding HEDI point value

Comparable Measures HEDI Chart – McCarthy Program Principal and Johnson Center Program Principal

Ineffective	Developing	Effective	Highly Effective
0-2	3-8	9-17	18-20

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

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

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

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

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

and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
Pre-K – 5 and K – 5	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels <input type="radio"/> (c) results for SWD's and ELL's <input checked="" type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates <input type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives <input type="radio"/> (h) students' progress toward graduation 	NYSESLAT 4 th grade Science NYS assessment Scholastic Reading Inventory AIMSWeb
Pre-K – 6	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels <input type="radio"/> (c) results for SWD's and ELL's <input checked="" type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates <input type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives 	NYSESLAT 4 th grade Science NYS assessment Scholastic Reading Inventory AIMSWeb

	<ul style="list-style-type: none"> ○ (h) students' progress toward graduation 	
Pre-K – 8 and K – 8	<ul style="list-style-type: none"> ○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○ (c) results for SWD's and ELL's <input checked="" type="radio"/> (d) measures used by district for teacher evaluation ○ (e) 4, 5, and/or 6-year high school grad and/or dropout rates ○ (f) % of students with advanced Regents or honors ○ (g) % achieving specific level on Regents or alternatives ○ (h) students' progress toward graduation 	<p>NYSESLAT</p> <p>4th grade Science NYS assessment</p> <p>8th grade Science NYS assessment</p> <p>Scholastic Reading Inventory</p> <p>AIMSWeb</p> <p>SCSD-Developed Foreign Language Assessment</p>
6-8	<ul style="list-style-type: none"> ○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○ (c) results for SWD's and ELL's <input checked="" type="radio"/> (d) measures used by district for teacher evaluation ○ (e) 4, 5, and/or 6-year high school grad and/or dropout rates ○ (f) % of students with advanced Regents or honors ○ (g) % achieving specific level on Regents or alternatives ○ (h) students' progress toward graduation 	<p>NYSESLAT</p> <p>8th grade Science NYS assessment</p> <p>Scholastic Reading Inventory</p> <p>AIMSWeb</p> <p>SCSD-Developed Foreign Language Assessment</p>

9-12	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels <input type="radio"/> (c) results for SWD's and ELL's <input checked="" type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates <input type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives <input type="radio"/> (h) students' progress toward graduation 	Subject-specific NOCTI exams
9-12	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels <input type="radio"/> (c) results for SWD's and ELL's <input checked="" type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates <input type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives <input type="radio"/> (h) students' progress toward graduation 	All applicable Regents exams
9-12	(a) achievement on State assessments	Subject-specific college courses, which count toward

	<p>(b) results for students in specific performance levels</p> <p>(c) results for SWD's and ELL's</p> <p>(d) measures used by district for teacher evaluation</p> <p>(e) 4, 5, and/or 6-year high school grad and/or dropout rates</p> <p>(f) % of students with advanced Regents or honors</p> <p>(g) % achieving specific level on Regents or alternatives</p> <p>(h) students' progress toward graduation</p>	<p>high school credit accumulation</p> <p>Target credit accumulation for 9th and 11th grades</p>
9-12	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels <input type="radio"/> (c) results for SWD's and ELL's <input type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates <input checked="" type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives <input type="radio"/> (h) students' progress toward graduation 	Regents Diploma with Advanced Designation

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

Form 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 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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Johnson Center Program (9-12)	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels <input type="radio"/> (c) results for swd and ELLs <input type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates <input type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives <input type="radio"/> (h) students' progress toward graduation <input checked="" type="radio"/> (i) Student Learning Objectives 	SCSD District-developed Foundations of Algebra Exam
Johnson Center (9-12)	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels <input type="radio"/> (c) results for swd and ELLs <input type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates 	Terra Nova 3 ELA

	<ul style="list-style-type: none"> <input type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives <input type="radio"/> (h) students' progress toward graduation <input checked="" type="radio"/> (i) Student Learning Objectives 	
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The results of each SLO will be weighted proportionally based on the number of students within each SLO.

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic online.</p>	<p>The Johnson Center program will have 20% local measures HEDI score determined with 2 SLOs. Points will be determined by the extent to which students reach the following targets. Each item will be worth a maximum of 10 points of the total 20 points.</p> <ol style="list-style-type: none"> 1. 85% of students will reach their individually determined target score on the district-developed Foundations of Algebra test. 2. 85% of students will reach their individually determined target score on the Grade 9, 10 and 12 Terra Nova ELA assessments. <p>A table entitled "8.2 Local Measures – McCarthy Program and Johnson Center Program Principals" has been uploaded in section 8.2 to provide further details on the allocation of points.</p> <p>Target scores are banded and determined by the SCSD, based on the student's baseline data.</p>
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<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>School-wide student results indicate exceptional student growth beyond the district established school-wide targets that are based on SCSD's five-year Strategic Plan. 91% or more of students met or exceeded their individual SLO targets on the Foundations of Algebra exam and the Terra Nova 3 ELA.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>School-wide student results indicate student growth that meets or slightly exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. 85 - 90% of students met or exceeded their individual SLO targets on the Foundations of Algebra exam and the Terra Nova 3 ELA.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>School-wide student results indicate student growth that is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. 79 - 84% of students met or exceeded their individual SLO targets on the Foundations of Algebra exam and the Terra Nova 3 ELA.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>School-wide student results indicate student growth that is significantly below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. Fewer than 79% of students met or exceeded their individual SLO targets on the Foundations of Algebra exam and the Terra Nova 3 ELA.</p>

Principal Local Measure 8.1

V – 20% LOCAL SCORE

- A. Twenty percent (20%) of the composite score shall be based on a combination of multiple local measures, defined below. For each local measure, a score from 0 to 20 will be determined, based on the percentage of the target that is met, according to Table 1 below. The scores for each local measure will then be averaged to determine the final local score. Normal rounding rules will apply.

Table 1: Local Score Calculations Based on Percentage of Target Met

HEDI		Score	Percentage of Target Met
Highly Effective	Well Above District Expectations	20	105% +
Highly Effective		19	103-104%
Highly Effective		18	101-102%
Effective	Meets District Expectations	17	99-100%
Effective		16	97-98%
Effective		15	95-96%
Effective		14	90-94%
Effective		13	86-89%
Effective		12	82-85%
Effective		11	77-81%
Effective		10	72-76%
Effective		9	67-71%
Developing		Below District Expectations	8
Developing	7		45-55%
Developing	6		34-44%
Developing	5		23-33%
Developing	4		12-22%
Developing	3		1-11%
Ineffective	Well Below District Expectations	2	-10-0%
Ineffective		1	-20--11%
Ineffective		0	< - 20%

B. Principals of Schools with Grades K-8

1. The calculations for locally selected measures for principals of schools with Grades K-8 shall be based on the change in the percentage of students in the defined cohort who improve performance. The cohort of students to be included shall be: all students enrolled in the building from BEDS day to testing day for whom a previous year's and current year's state assessment score is available.
2. Four school-wide measures of student achievement:
 - a. From previous year to current year, reduce by **10 percent** the average of (1) the percentage of students scoring at Level 1 in ELA and (2) the percentage of students scoring at Level 1 in Math

- b. From previous year to current year, increase by **3 percentage points** the average of (1) the percentage of students scoring at or above Level 3 in ELA and (2) the percentage of students scoring at or above Level 3 in Math
- c. Two of the following five options to be selected by the principal:
- From previous year to current year, increase by **3 percentage points** the percentage of students scoring at least 2 on the NYSESLAT, of all students who complete the assessment
 - From previous year to current year, increase by **3 percentage points** the percentage of students scoring at least 2 on the 4th or 8th grade science state assessment, of all students
 - From previous year to current year, achieve an average grade equivalent growth on the SRI of at least **1 year** for all students who are included on the current year BEDS report and have a score from both previous year and current year, with 1 year of growth defined as 75 points
 - From previous year to current year, achieve an average grade equivalent growth on the AIMSweb Math assessment of at least **1 year** for all students who are included on the current year BEDS report and have a score from both the previous year and the current year.
 - From previous year to current year, achieve an average grade equivalent growth on the AIMSweb ELA assessment of at least **1 year** for all students who are included on the current year BEDS report and have a score from both previous and current year OR for middle schools, increase by **3 percentage points** the percentage of students scoring proficient (defined as scoring 65 or higher) on the Foreign Language assessment

C. Principals of Schools with Grades 9-12

1. Four school-wide measures of student achievement:
- a. From previous year to current year, increase by **4 percentage points** the **4-year cohort** student graduation rate **through June**, except that a principal of a school with a 4-year cohort student graduation rate through June of 80% or more cannot earn less than 17 points for this measure, 82% or more earns at least 18 points, 84% at least 19 points, and 86% 20 points.
- b. From previous year to current year, increase by **3 percentage points** the average of the percentages of students passing each of the following 5 Regents exams on the first attempt in June: NYS Integrated and NYS Common Core Algebra I Regents Exams; NYS Comprehensive and NYS Common Core ELA Regents Exams; NYS Living Environment Regents Exam; NYS Global History & Geography Regents Exam; and NYS U.S. History & Government Regents Exam

- c. Two of the following five options, selected by the principal:
- From previous year to current year, increase by **3 percentage points** the percentage of students passing any one Regents exam on the first attempt in June
 - From previous year to current year, increase by **3 percentage points** the percentage of all students who pass a college-level course with a score of at least 65 in the year
 - From previous year to current year, increase by **3 percentage points** the percentage of graduating students who graduate with an Advanced diploma
 - From previous year to current year, increase by **3 percentage points** the percentage of students who pass a NOCTI exam with a score of at least 65 during the year
 - From previous year to current year, increase by **3 percentage points** the percentage of students in 9th grade and 11th grade, or some combination of these grades who achieve the target credit accumulation by the end of the grade in June

For Use With a Value-Added Model:

Conversion Chart for 0-20 to 0-15 HEDI scores

	20 pt. conversion	15 pt. conversion
Highly Effective	20	15
	20	15
	19	14
	18	14
Effective	17	13
	17	13
	16	12
	16	12
	15	11
	15	11
	14	10
	13	10
	12	9
	11	9
	10	8
9	8	
Developing	8	7
	8	7
	7	6
	6	6
	5	5
	4	4
	3	3
Ineffective	2	2
	1	1
	0	0

8.2 Local Measures— McCarthy Program and Johnson Center Program Principals

A. McCarthy Program Principal - School-wide measures of student growth covering all students for up to twenty points as follows:

1. Reduce students scoring at level 1 in Math by 10 percentage points (Capped at 5 points)
2. Reduce students scoring at level 1 in ELA by 10 percentage points (Capped at 5 points)

Percent Decrease	0-7.1%	7.2-8.5%	8.6-10.0%	10.1-11.1+%
Points Earned (% decreased x .45) <i>Rounding Rules Apply</i>	0-3.20	3.24-3.83	3.87-4.50	4.55-5.00

3. Increase students score at Level 3&4 in Math by 5 percentage points (Capped at 5 points)
4. Increase students scoring Level 3&4 in ELA by 5percentage points (Capped at 5 points)

Percent Increase	0-3.5%	3.6-4.1%	4.2-5.0%	5.1-5.6+%
Points earned (% increase x .9) <i>Rounding Rules Apply</i>	0-3.15	3.24-3.69	3.78-4.50	4.59-5.00

The scores listed on the above charts are the minimum values needed to earn the corresponding HEDI scores.

The points earned for the increases and decreases are added and applied to the 20 point HEDI scale:

Ineffective	Developing	Effective	Highly Effective
0-2	3-8	9-17	18-20

8.2 Local Measures— McCarthy Program and Johnson Center Program Principals

B. Johnson Center Program Principal – Two SLOs will be developed as follows to determine a comparable measures score for up to twenty points as follows:

1. 85% or more of students taking the district-developed Foundations of Algebra exam will meet or exceed their individually set target (Capped at 10 points).
2. 85% or more of students taking the Terra Nova 3 assessment will meet or exceed their individually set target (Capped at 10 points).

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INNEFFECTIVE			
10	9.5	9	8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3	2.5	2	1.5	1	0.5	0
98 – 100%	95 – 97%	91 – 94%	90%	89%	88.5%	88%	87.5%	87%	86.5%	86%	85%	84%	83%	82%	81%	80%	79%	70 – 78%	60 – 69%	0 – 59%

The percentage values listed on the above chart are the minimum values needed to earn the corresponding HEDI point values.

The points earned for the increases and decreases are added and applied to the 20 point HEDI scale:

Ineffective	Developing	Effective	Highly Effective
0-2	3-8	9-17	18-20

Normal rounding rules will apply but in no case will it result in a principal moving from one HEDI category to another.

Conversion Chart

The chart below is the conversion chart to be used to convert the Total Average Rubric Score to the number of points the principal earns for this section of the APPR system.

Rubric Score to Sub-Component Conversion Charts		
Total Average Rubric Score	Category	Conversion score for composite
Ineffective - 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38

Rubric Score to Sub-Component Conversion Charts		
Total Average Rubric Score	Category	Conversion score for composite
Ineffective - 0-49		
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing - 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2.0		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective - 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective - 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (Round to 60)

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Sharon L. Contreras 7-29-14

Teachers Union President Signature: Date:

K. T. A. L. 07-29-14

Administrative Union President Signature: Date:

[Signature] 07/29/14

Board of Education President Signature: Date:

Patricia Gray 07/30/14