THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 22, 2012

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) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

c: J. Francis Manning

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, June 20, 2012
Updated Friday, July 27, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

This plan is for the entire SIG district

1.4) Award Classification

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

- Governor’s Management Efficiency Grant

- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
- Teacher Incentive Fund (US Dept of Education)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, June 28, 2012
Updated Tuesday, July 31, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Teachers will be given HEDI ratings based on the percentage of students that meet their individual targets, as specified in the

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	SLO. A table setting forth the ratings has been uploaded in section 2.11. This HEDI scale is applicable to all teachers requiring SLOs.
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. 91% or more of students met or exceeded the SLO target.
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. 85-90% of students met or exceeded the SLO target.
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. 79-84% of students met or exceeded the SLO target.
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. Fewer than 79% of students met or exceeded the SLO target.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI ratings based on the percentage of students that meet their individual targets, as specified in the SLO. A table setting forth the ratings has been uploaded in section 2.11. This HEDI scale is applicable to all teachers requiring SLOs.
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. 91% or more of students met or exceeded the SLO target.
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. 85-90% of students met or exceeded the SLO target.
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. 79-84% of students met or exceeded the SLO target.
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. Fewer than 79% of students met or exceeded the SLO

	target.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	State-approved 3rd party assessment	Terra Nova 3
7	State-approved 3rd party assessment	Terra Nova 3

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI ratings based on the percentage of students that meet their individual targets, as specified in the SLO. A table setting forth the ratings has been uploaded in section 2.11. This HEDI scale is applicable to all teachers requiring SLOs.
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. 91% or more of students met or exceeded the SLO target.
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. 85-90% of students met or exceeded the SLO target.
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. 79-84% of students met or exceeded the SLO target.
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. Fewer than 79% of students met or exceeded the SLO target.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	State-approved 3rd party assessment	Terra Nova 3
7	State-approved 3rd party assessment	Terra Nova 3
8	State-approved 3rd party assessment	Terra Nova 3

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI ratings based on the percentage of students that meet their individual targets, as specified in the SLO. A table setting forth the ratings has been uploaded in section 2.11. This HEDI scale is applicable to all teachers requiring SLOs.
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. 91% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. 85-90% of students met or exceeded the SLO target.
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. 79-84% of students met or exceeded the SLO target.
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. Fewer than 79% of students met or exceeded the SLO target.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	District 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI ratings based on the percentage of students that meet their individual targets, as specified in the SLO. A table setting forth the ratings has been uploaded in section 2.11. This HEDI scale is applicable to all teachers requiring SLOs.
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. 91% or more of students met or exceeded the SLO target.

Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. 85-90% of students met or exceeded the SLO target.
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. 79-84% of students met or exceeded the SLO target.
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. Fewer than 79% of students met or exceeded the SLO target.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI ratings based on the percentage of students that meet their individual targets, as specified in the SLO. A table setting forth the ratings has been uploaded in section 2.11. This HEDI scale is applicable to all teachers requiring SLOs.
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. 91% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. 85-90% of students met or exceeded the SLO target.
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. 79-84% of students met or exceeded the SLO target.
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. Fewer than 79% of students met or exceeded the SLO target.

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI ratings based on the percentage of students that meet their individual targets, as specified in the SLO. A table setting forth the ratings has been uploaded in section 2.11. This HEDI scale is applicable to all teachers requiring SLOs.
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. 91% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. 85-90% of students met or exceeded the SLO target.
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. 79-84% of students met or exceeded the SLO target.
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. Fewer than 79% of students met or exceeded the SLO target.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	Terra Nova 3
Grade 10 ELA	State approved 3rd party assessment	Terra Nova 3
Grade 11 ELA	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI ratings based on the percentage of students that meet their individual targets, as specified in the SLO. A table setting forth the ratings has been uploaded in section 2.11. This HEDI scale is applicable to all teachers requiring SLOs.
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. 91% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. 85-90% of students met or exceeded the SLO target.
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. 79-84% of students met or exceeded the SLO target.
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. Fewer than 79% of students met or exceeded the SLO target.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Grade 3 Science	State-approved 3rd party assessment	Terra Nova 3
Grade 4 Science	State Assessment	Grade 4 State Assessment
Grade 5 Science	State-approved 3rd party assessment	Terra Nova 3
Grade 3 Social Studies	State-approved 3rd party assessment	Terra Nova 3
Grade 4 Social Studies	State-approved 3rd party assessment	Terra Nova 3
Grade 5 Social Studies	State-approved 3rd party assessment	Terra Nova 3
Participation in Government	District, Regional or BOCES-developed	District Developed Participation in Government Exam
Economics	District, Regional or BOCES-developed	District Developed Economics Exam
IB Theory of Knowledge I	District, Regional or BOCES-developed	District Developed IB Theory of Knowledge I Exam
IB Theory of Knowledge II	District, Regional or BOCES-developed	District Developed IB Theory of Knowledge II Exam
IB History of Americas HL-I	District, Regional or BOCES-developed	District Developed History of Americas HL-I Exam
IB History of Americas HL-II	District, Regional or BOCES-developed	District Developed History of Americas HL-II Exam
Geography I	District, Regional or BOCES-developed	District Developed Geography I Exam

Geography II	District, Regional or BOCES-developed	District Developed Geography II Exam
Precalculus	District, Regional or BOCES-developed	District Developed Precalculus Exam
Foundations of Algebra	District, Regional or BOCES-developed	District Developed Foundations of Algebra Exam
English 12	District, Regional or BOCES-developed	District Developed English 12 Exam
Integrated Literacy & Composition	District, Regional or BOCES-developed	District Developed Integrated Literacy & Composition Exam
Strategic Reading	District, Regional or BOCES-developed	District Developed Strategic Reading Exam
ESL - Novice	State Assessment	NYSESLAT

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will be given HEDI ratings based on the percentage of students that meet their individual targets, as specified in the SLO. A table setting forth the ratings has been uploaded in section 2.11. This HEDI scale is applicable to all teachers requiring SLOs.
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. 91% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. 85-90% of students met or exceeded the SLO target.
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. 79-84% of students met or exceeded the SLO target.
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. Fewer than 79% of students met or exceeded the SLO target.

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

assets/survey-uploads/5364/147030-avH4IQNZMh/Form 2.10 Additional Courses_2.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/147030-TXEtxx9bQW/HEDI Scale - SLOs 612 _REVISED.docx

2.12) Locally Developed Controls

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

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

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:

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

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
5	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS ELA and Math 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.	All 4-8 ELA teachers will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. School-wide measures of student growth based on the state provided growth score (Mean growth percentile for the school). The HEDI score will be provided by the state. 2a. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS Math assessments by 10 percentage points. 2b. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS ELA assessments by 10 percentage points. 2c. School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS Math assessments by 5 percentage points. 2d. 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 - K-8 in section 3.3 to provide further details.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth exceeds or far exceeds the targets established by the state. School-wide student achievement exceeds or far exceeds the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth meets the targets established by the state. School-wide student achievement meets the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is below the targets established by the state. School-wide student achievement is below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is below the targeted 5

	percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is substantially the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is substantially below the targets established by the state. School-wide student achievement is substantially below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is substantially below the targeted 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
5	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
6	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS ELA and Math 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.	All 4-8 Math teachers will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. School-wide measures of student growth based on the state provided growth score (Mean growth percentile for the school). The HEDI score will be provided by the state. 2a. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS Math assessments by 10 percentage points. 2b. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS ELA assessments by 10 percentage points. 2c. School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS Math assessments by 5 percentage points. 2d. 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 - K-8 in

	section 3.3 to provide further details.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth exceeds or far exceeds the targets established by the state. School-wide student achievement exceeds or far exceeds the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth meets the targets established by the state. School-wide student achievement meets the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is below the targets established by the state. School-wide student achievement is below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is below the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is substantially below the targets established by the state. School-wide student achievement is substantially below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is substantially below the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/147282-rhJdBgDruP/K-8 Local Assessments HEDI Chart with Revisions.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA and Math Assessments
1	6(ii) School-wide measure computed locally	NYS ELA and Math Assessments
2	6(ii) School-wide measure computed locally	NYS ELA and Math Assessments
3	6(ii) School-wide measure computed locally	NYS ELA and Math Assessments

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.	All K-3 ELA teachers will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. School-wide measures of student growth based on the state provided growth score (Mean growth percentile for the school). The HEDI score will be provided by the state. 2a. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS Math assessments by 10 percentage points. 2b. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS ELA assessments by 10 percentage points. 2c. School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS Math assessments by 5 percentage points. 2d. 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 - K-8 in section 3.3 to provide further details.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth exceeds or far exceeds the targets established by the state. School-wide student achievement exceeds or far exceeds the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth meets the targets established by the state. School-wide student achievement meets the targeted 10

	percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is below the targets established by the state. School-wide student achievement is below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is below the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is substantially below the targets established by the state. School-wide student achievement is substantially below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is substantially below the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA and Math Assessments
1	6(ii) School-wide measure computed locally	NYS ELA and Math Assessments
2	6(ii) School-wide measure computed locally	NYS ELA and Math Assessments
3	6(ii) School-wide measure computed locally	NYS ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All K-3 Math teachers will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. School-wide measures of student growth based on the state provided growth score (Mean growth percentile for the school). The HEDI score will be provided by the state. 2a. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS Math assessments by 10

	percentage points. 2b. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS ELA assessments by 10 percentage points. 2c. School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS Math assessments by 5 percentage points. 2d. 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 - K-8 in section 3.3 to provide further details.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth exceeds or far exceeds the targets established by the state. School-wide student achievement exceeds or far exceeds the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth meets the targets established by the state. School-wide student achievement meets the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is below the targets established by the state. School-wide student achievement is below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is below the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is substantially below the targets established by the state. School-wide student achievement is substantially below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is substantially below the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS ELA and Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All 6-8 Science teachers will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. School-wide measures of student growth based on the state provided growth score (Mean growth percentile for the school). The HEDI score will be provided by the state. 2a. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS Math assessments by 10 percentage points. 2b. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS ELA assessments by 10 percentage points. 2c. School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS Math assessments by 5 percentage points. 2d. 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 - K-8 in section 3.3 to provide further details.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district's school-wide targets that are based on the district's long-range goal of matching student proficiency levels of the other Big 5 districts within the state. School-wide student growth exceeds or far exceeds the targets established by the state. School-wide student achievement exceeds or far exceeds the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district's school-wide targets that are based on the district's long-range goal of matching student proficiency levels of the other Big 5 districts within the state. School-wide student growth meets the targets established by the state. School-wide student achievement meets the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is below the district's school-wide targets that are based on the district's long-range goal of matching student proficiency levels of the other Big 5 districts within the state. School-wide student

	growth is below the targets established by the state. School-wide student achievement is below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is below the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is substantially below the district's school-wide targets that are based on the district's long-range goal of matching student proficiency levels of the other Big 5 districts within the state. School-wide student growth is substantially below the targets established by the state. School-wide student achievement is substantially below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is substantially below the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
7	6(ii) School wide measure computed locally	NYS ELA and Math Assessments
8	6(ii) School wide measure computed locally	NYS ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All 6-8 Social Studies teachers will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. School-wide measures of student growth based on the state provided growth score (Mean growth percentile for the school). The HEDI score will be provided by the state. 2a. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS Math assessments by 10 percentage points. 2b. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS ELA assessments by 10 percentage points. 2c. School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS Math assessments by 5 percentage points. 2d. 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 - K-8 in section 3.3 to provide further details.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth exceeds or far exceeds the targets established by the state. School-wide student achievement exceeds or far exceeds the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth meets the targets established by the state. School-wide student achievement meets the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is below the targets established by the state. School-wide student achievement is below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is below the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is substantially below the targets established by the state. School-wide student achievement is substantially below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is substantially below the targeted 5 percentage point increase in students scoring level 3 and 4 on the NYS ELA and Math assessments.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams

Global 2	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
American History	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All high school social studies teachers will will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. Increase the proficiency rate on the ELA Regent's Exam by 3% 2. Increase the proficiency rate on the Algebra Regent's Exam by 3% 3. Increase the proficiency rate on the Global Studies Regent's Exam by 3% 4. Increase the proficiency rate on the US History Regent's Exam by 3% 5. Increase the proficiency rate on the Living Environments Regent's Exam by 3% We have uploaded a table entitled Local Measures-High School in section 3.13 below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement exceeds or far exceeds the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement meets the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is below the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is substantially below the

	targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
Earth Science	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
Chemistry	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
Physics	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All high school science teachers will will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. Increase the proficiency rate on the ELA Regent's Exam by 3% 2. Increase the proficiency rate on the Algebra Regent's Exam by 3% 3. Increase the proficiency rate on the Global Studies Regent's Exam by 3% 4. Increase the proficiency rate on the US History Regent's Exam by 3% 5. Increase the proficiency rate on the Living Environments Regent's Exam by 3% We have uploaded a table entitled Local Measures-High School in section 3.13 below.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement exceeds or far exceeds the

	targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement meets the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is below the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is substantially below the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
Geometry	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
Algebra 2	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	All high school math teachers will will have their 20% local measures HEDI score determined by the extent to which they

subcomponent. If needed, you may upload a table or graphic at 3.13, below.	reach the following targets: 1. Increase the proficiency rate on the ELA Regent's Exam by 3% 2. Increase the proficiency rate on the Algebra Regent's Exam by 3% 3. Increase the proficiency rate on the Global Studies Regent's Exam by 3% 4. Increase the proficiency rate on the US History Regent's Exam by 3% 5. Increase the proficiency rate on the Living Environments Regent's Exam by 3% We have uploaded a table entitled Local Measures-High School in section 3.13 below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement exceeds or far exceeds the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement meets the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is below the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is substantially below the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams

Grade 10 ELA	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All high school ELA teachers will will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. Increase the proficiency rate on the ELA Regent's Exam by 3% 2. Increase the proficiency rate on the Algebra Regent's Exam by 3% 3. Increase the proficiency rate on the Global Studies Regent's Exam by 3% 4. Increase the proficiency rate on the US History Regent's Exam by 3% 5. Increase the proficiency rate on the Living Environments Regent's Exam by 3% We have uploaded a table entitled Local Measures-High School in section 3.13 below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement exceeds or far exceeds the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement meets the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is below the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is substantially below the

	targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Grades 9 - 12 Technology Courses	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
All Grade 9 - 12 Business Courses	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
All 9 - 12 Social Studies Electives and Non-Regents Courses	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
ALL Grade 9 - 12 ELA Electives and Non-Regents Courses	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
All Grade 9 - 12 Business Courses	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
All ESL Courses in Grades 9 - 12	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
All Grade 9 - 12 CTE Courses	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
All Grade 9 - 12 Foreign Language Courses	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
All Grade 9 - 12 Math Electives and Non-Regents Courses	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
All Grade 9 -12 Science Electives and Non-Regents Courses	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
All Grades 9 - 12 Art Classes	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
All Grade 9 - 12 Physical Education Courses and Electives	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams
All Grade 9 - 12 Music Classes	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams

Special Education Courses (Resource, Community-Based Self-Contained) Grades 9 - 12	6(ii) School wide measure computed locally	ELA, Algebra, Global Studies, US History and Living Environments Regents Exams

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All high school teachers teachers teaching the following courses will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. Increase the proficiency rate on the ELA Regent's Exam by 3% 2. Increase the proficiency rate on the Algebra Regent's Exam by 3% 3. Increase the proficiency rate on the Global Studies Regent's Exam by 3% 4. Increase the proficiency rate on the US History Regent's Exam by 3% 5. Increase the proficiency rate on the Living Environments Regent's Exam by 3% We have uploaded a table entitled Local Measures-High School in section 3.13 below.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement exceeds or far exceeds the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement meets the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is below the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	The school-wide attainment of student growth and achievement is substantially below the district established school-wide targets

grade/subject.	that are based on SCSD's five-year Strategic Plan. School-wide student achievement is substantially below the targeted 3 percent increase in students scoring at or above proficiency on the ELA, Algebra, Global Studies, US History and Living Environment Regents exams.

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

assets/survey-uploads/5139/147282-Rp0Ol6pk1T/Form 3_12_All Other Courses - Local Measures_1.doc

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/147282-y92vNseFa4/High School Local Assessments with Revsions.doc

3.14) Locally Developed Controls

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

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

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.

All K-8 teachers in every grade level and subject area will have their 20% local measures HEDI score determined by the extent to which they reach the following targets:

1. School-wide measures of student growth based on the state provided growth score (Mean growth percentile for the school). The HEDI score will be provided by the state and will count up to 10 of the 20 points.

Each school-wide measure of student achievement listed below (2a-2d) will count for up to 2.5 points each for up to 10 of the 20 points.
2a. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS Math assessments by 10 percentage points.
2b. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS ELA assessments by 10 percentage points.
2c. School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS Math assessments by 5 percentage points.
2d. School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS ELA assessments by 5 percentage points.

All high school teachers in all courses and subject areas will have their 20% local measures HEDI score determined by the extent by which they reach the following school-wide targets:

Each school-wide measure of student achievement listed below (1-5) will count for up to 4 points each for the 20 points.
1. Increase the proficiency rate on the ELA Regent's Exam by 3%

2. Increase the proficiency rate on the Algebra Regent's Exam by 3%
3. Increase the proficiency rate on the Global Studies Regent's Exam by 3%
4. Increase the proficiency rate on the US History Regent's Exam by 3%
5. Increase the proficiency rate on the Living Environments Regent's Exam by 3%

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, June 28, 2012
Updated Thursday, August 02, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

District Variance

Danielson's Framework for Teaching (2011 Revised Edition)

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 (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]	36
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	18
Feedback from students using State-approved survey tool	6
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, 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)

assets/survey-uploads/5091/147096-2UoxI2HPmn/Form 4_2_Points Within Other Measures Tenured Teachers with No Peer Observations.doc

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:

- Checked

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	Checked
[SurveyTools.1] Tripod Early Elementary Student Perception Survey 3-5	Checked
[SurveyTools.2] Tripod Early Elementary Student Perception Survey 6-12	Checked
[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.

Points will be assigned by using an average rubric score of 1-4. Teachers will be rated according to the rubric, and then the rating within each subcomponent will be averaged, converted to a 60-point scale, and then account for a percentage of the overall other measures. Student surveys will be administered to provide a favorability rating that will be converted to a 4-point rubric score and then account for 10% of the overall other measures.

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

assets/survey-uploads/5091/147096-eka9yMJ855/Other Measures Charts and Conv_1.doc

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	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

4.6) Observations of Probationary Teachers | Formal/Long	2
4.6) Observations of Probationary Teachers | Informal/Short	0
4.6) Observations of Probationary Teachers | 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?

- Both

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

4.7) Observations of Tenured Teachers | Formal/Long	2
4.7) Observations of Tenured Teachers | Informal/Short	0
4.7) Observations of Tenured Teachers | Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Both

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

- Not Applicable

5. Composite Scoring (Teachers)

Created Friday, June 29, 2012
Updated Monday, July 02, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, June 28, 2012
Updated Thursday, August 02, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/147108-Df0w3Xx5v6/SCSD Teacher Improvement Plan_1.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 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 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.
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. Consistant 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.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

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.

Initial 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 from Danielson's 2011 framework to the new Syracuse specific framework, 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 and secondary teachers, principals, Insight Education Group consultants, Teachscape representatives and district personnel. The committee will review and norm several elementary and secondary 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 norming sessions throughout the year as a means of continuously improving their practice.

Ongoing Calibration
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 lead evaluators and evaluators will not be required this year since this is the initial year of implementation of this new framework. All lead evaluators and evaluators will receive initial certification for this framework.

2. Danielson TEACHSCAPE Framework for Teaching (2011 Revised Edition): (Teachers in Grades 6-12)
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 recieved 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..

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 Saturday, June 30, 2012
Updated Thursday, August 02, 2012

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

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

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

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

|	PK-5
|	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:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	McCarthy at Beard	State-approved 3rd party assessment	Grade K - 2 AIMSweb ELA and Math
	Johnson Center	State assessment	Algebra and Geometry Regents Exam
	McCarthy at Beard	State assessment	NYS Grade 3 Math and ELA Assessments
	Johnson Center	State assessment	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.

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 targets on the NYS assessments and Regents indicated above. Each principal will have 2 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.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	School-wide student achievement results indicate exceptional student growth beyond expectations. The school-wide attainment of student growth and achievement 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).	School-wide student achievement results indicate student growth that meets expectations. The school-wide attainment of student growth and achievement 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.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	School-wide student achievement results indicate student growth that is below expectations. The school-wide attainment

	of student growth and achievement 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.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	School-wide student achievement results indicate student growth that is significantly below expectations. The school-wide attainment of student growth and achievement 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.

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/5365/147655-lha0DogRNw/7.3 Comparable Measures McCarth.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

No 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:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

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

8. Local Measures (Principals)

Created Sunday, July 01, 2012
Updated Monday, August 06, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	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	(h) students' progress toward graduation	Percent increase in number of students promoted from Grade 9 to Grade 10
	9-12	(h) students' progress toward graduation	Percent increase in number of students promotoed from Grade 10 to Grade 11

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	All Principals in the grade configurations listed above will have 15% 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 of the 15 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 - Principals with grade configurations Pre-K-5, Pre-K-6, Pre-K-8, K-5, K-6, K-8 and 6-8 in section 8.1 to provide further details.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement exceeds or far exceeds a 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds a 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student achievement meets or slightly exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement meets or slightly exceeds a 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and meets or slightly exceeds a 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is below a 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is below a 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is substantially below a 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is substantially below a 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.

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/5366/147751-8o9AH60arN/Form 8_1_Local for Ps w VAM (HS Grade Rate & Promotion) with revisions.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/5366/147751-qBFVOWF7fC/8.1 Local Measures Principals_1.docx

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

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

Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you

are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

	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.

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	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.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD’s five-year Strategic Plan. School-wide student achievement exceeds or far exceeds a 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds a 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student achievement meets or slightly exceeds the district established school-wide targets that are based on SCSD'sfive-year Strategic Plan. School-wide student achievement meets or slightly exceeds a 10 percentage

	point reduction in students scoring level I on the NYS ELA and Math assessments and meets or slightly exceeds a 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is below a 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is below a 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student achievement is substantially below a 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is substantially below a 5 percentage point increase in students scoring levels 3 and 4 on the NYS ELA and Math assessments.

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/5366/147751-pi29aiX4bL/Form_8_2_Local_for_All_Other_P[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/5366/147751-T8MlGWUVm1/82_Local_Measures_-_McCarthy_w[1].docx

8.3) Locally Developed Controls

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

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:

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

9. Other Measures of Effectiveness (Principals)

Created Saturday, June 30, 2012
Updated Tuesday, July 31, 2012

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9.1) Principal Practice Rubric

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

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

District Variance

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(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:
1. Instr uctional Leadership Domain (52%)
IL1. Establish and implement a shared vision - 7%
IL2. Build and maintain a climate of accountability for learning - 15%
IL3. Drive high-quality, rigorous, student-centered instructional programs - 17%
IL4. Create a culture of data-driven decision making - 3%
IL5. Develop and coach teachers and instructional staff - 10%

2. Organizational Leadership Domains (48%)
OL1. Manage the organization, operations and resources to promote a safe,efficient and effective learning environment - 6%
OL2. Establish a culture of learning, growth, positive behavior and high expectations - 17%
OL3. Lead with integrity, fairness and ethics - 5%
OL4. Manage and lead change and innovation - 10%
OL5. Engage families and the entire community of stakeholders - 10%

The principal's score for each domain will be determined using the attached "Principal Rubric Score to Sub-Component Conversion Chart" (see uploaded chart below entitled "Conversion Chart without Forms 7.12") to arrive at the "average score" for each domain. The "average score" will be multiplied according to the weighting percentage for each domain as indicated above. The weighted final score will be determined by adding the points together. The district will not utilize any additional measures.

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

assets/survey-uploads/5143/147659-pMADJ4gk6R/Conversion Chart without Forms 7.12.xlsx

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 Sunday, July 01, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Saturday, June 30, 2012
Updated Thursday, August 02, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/147658-Df0w3Xx5v6/SCSD Principal Improvement Plan 12-13.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:

Principals receiving a rating of ineffective or developing shall have the right to appeal their rating. Such appeal shall be made to the Superintendent of Schools upon any written documentation the principal wishes to present, no later than five (5) school days following receipt of the final rating notice. Failure to file for a hearing within the five (5) schools days shall be considered as a waiver of this appeal process. The Lead Evaluator shall have the opportunity to submit any written documentation in support of the evaluation. At the Superintendent's discretion, the Superintendent may interview the Lead Evaluator and/or the principal. The principal shall be entitled to SAAS representation at such interview. The determination of the Superintendent with regard to the evaluation appeal shall be final and will be issued within 30 calendar days of the date of the appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Initial Principal Training and Observer Certification
School leaders, directors and observers will engage in their initial training on the Syracuse City Schools Leadership Framework in the fall of 2012. 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 shift from using the Reeve's framework to the new 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:

- *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
Cohorts of school leaders will spend a full day "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 beginning in October 2012 and continuing through April 2013.

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 Monday, June 25, 2012
Updated Monday, August 06, 2012

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/145282-3Uqgn5g9Iu/SCSD Certification Form.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.

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

A. 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 in grades K - 3 taking the approved 3rd party AIMSweb Reading assessment or the 3rd Grade NYS ELA assessment will meet or exceed their individually set target (Capped at 10 points).
   2. 85% or more of students in grades K - 3 taking the approved 3rd party AIMSweb Math assessment or the 3rd Grade NYS 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 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%

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. 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 in taking the NYS Algebra or Geometry Regents exam will meet or exceed their individually set target (Capped at 10 points).
2. 85% or more of taking the 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 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%

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

8.1 Local Measures — Principals with Value-Added Measures for K-8 and HS Grade Configurations

A. Principals with Pre-K-5, Pre-K-6, Pre-K-8, K-5, K-6, K-8 and 6-8 Grade Configurations.

School-wide measures of student growth based on a state-provided growth score covering all students for up to 15 points as follows:

1. Reduce students scoring at level 1 in Math by 10 percentage points (Capped at 3.75 points)
2. Reduce students scoring at level 1 in ELA by 10 percentage points (Capped at 3.75 points)

Percent Decrease	0-7.2%	7.3-8.2%	8.3-10.0%	10.1-11.09+%
Points Earned (% decreased x .338) *Rounding Rules Apply*	0-2.43	2.47-2.77	2.81-3.38	3.41-3.75

3. Increase students score at Level 3&4 in Math by 5 percentage points (Capped at 3.75 points)
4. Increase students scoring Level 3&4 in ELA by 5 percentage points (Capped at 3.75 points)

Percent Increase	0-3.6%	3.7-4.1%	4.2-5.0%	5.1-5.6+%
Points earned (% increase x .676) *Rounding Rules Apply*	0-2.43	2.50-2.77	2.84-3.38	3.45-3.75

The points earned for the increases and decreases are added and applied to the 15 point HEDI scale:

Ineffective	Developing	Effective	Highly Effective
0-2	3-7	8-13	14-15

B. Local Measures - Principals with 9 – 12 Grade Configurations and Value-Added Measures

Principals in schools with 9 – 12 grade configurations will receive a local measures score for up to 15 points as follows:

1. Increase by 4 percentage points or more the student graduation rate for the 2012-13 school year through August 2013 from the previous school year (Capped at 5 points).

Percent Increase	0-2.8%	2.9-3.2%	3.3-4.0%	4.1-4.44+%
Points Earned (% Increased x 1.125) *Rounding Rules Apply*	0-3.15	3.26-3.6	3.71-4.5	4.61-5.0

2. Increase by 5 percentage points or more the number of students promoted from grade 9 to 10 in the 2012-13 school year from the previous school year (Capped at 5 points).

Percent Increase	0-3.5%	3.6-4.1%	4.2-5.0%	5.1-5.56+%
Points Earned (% Increased x .9) *Rounding Rules Apply*	0-3.15	3.24-3.69	3.78-4.5	4.59-5.0

3. Increase by 5 percentage points or more the number of students promoted from grade 10 to 11 in the 2012-13 school year from the previous school year (Capped at 5 points).

Percent Increase	0-3.5%	3.6-4.1%	4.2-5.0%	5.1-5.6+%
Points Earned (% Increased x .9) *Rounding Rules Apply*	0-3.15	3.24-3.69	3.78-4.5	4.59-5.0

The points earned for the increases and decreases are added and applied to the 15 point HEDI scale:

Ineffective	Developing	Effective	Highly Effective
0-2	3-7	8-13	14-15

8.2 Local Measures— McCarthy Program and Johnson Center Program Principals

A. McCarthy Program Principal - School-wide measures of student growth based on a state-provided growth score 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%[i]	8.6-10.0%	10.1-11.1+%
Points Earned (% decreased x .45) *Rounding Rules Apply*	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) *Rounding Rules Apply*	0-3.15	3.24-3.69	3.78-4.50	4.59-5.00

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 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

[i] The maximum point a principal could earn within the developing range is 3.7. When using the multiplier * 0.45 formula, we need to pay attention that you can get a point higher than 3.7. In this case, you will still give the principal the maximum point 3.7. The reason is that we set up the 10% decrease as a target in the upper limit of the effective range, and also divide 5 points by following the distribution of 0-64%, 65-74%, 75-90%, and 91-100%.

Principal Rubric Score to Sub-Component		
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

Principal Rubric Score to Sub-Compon	
Total Average Rubric Score	Category
Ineffective - 0-49	
1.317	
1.325	
1.333	
1.342	
1.350	
1.358	
1.367	
1.375	
1.383	
1.392	
1.400	
Developing - 50-5	
1.5	
1.6	
1.7	
1.8	
1.9	
2.0	
2.1	
2.2	
2.3	
2.4	
Effective - 57-58	
2.5	
2.6	
2.7	
2.8	
2.9	
3	
3.1	
3.2	
3.3	
3.4	
Highly Effective - 59	
3.5	
3.6	
3.7	
3.8	
3.9	
4	

ent Conversion Charts
Conversion score for composite
9
39
40
41
42
43
44
45
46
47
48
49
56
50
50.7
51.4
52.1
52.8
53.5
54.2
54.9
55.6
56.3
3
57
57.2
57.4
57.6
57.8
58
58.2
58.4
58.6
58.8
9-60
59
59.3
59.5
59.8
60
60.25

Form 2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	ESL - IIa	● State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYSESLAT
	ESL - IIb	◉ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYSESLAT
	ESL - Advanced	◉ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYSESLAT
	Spanish I	◉ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Spanish I Exam
	Spanish II	◉ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Spanish II Exam

	Spanish III	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Spanish III Exam
	French I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed French I Exam
	French II	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed French II Exam
	French III	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed French III Exam
	Algebra 2	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Algebra II Exam
	Intensified Algebra	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Intensified Algebra Exam

	Conceptual Chemistry	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Conceptual Chemistry Exam
	Grade K-12 Physical Education	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed PE Exam for each grade
	Health and Safety I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Health and Safety I Exam
	Dance I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Dance I Exam
	Dance II	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Dance II Exam
	Adaptive PE	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Adaptive PE Exam

	Grades K-8 Music	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Music Exam for each grade
	Grades K-8 Band	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Band Exam for each grade
	HS Band	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed HS Band Exam
	Music in our Lives	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Music in Our Lives Exam
	Music Theory I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Music Theory I Exam
	Music Theory II	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Music Theory II Exam

	Stage Band I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Stage Band I Exam
	Stage Band II	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Stage Band II Exam
	Mixed Chorus	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Mixed Chorus Exam
	Chorus	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Chorus Exam
	Chorus Concert	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Chorus Concert Exam
	Art History I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Art History I Exam

	Art History II	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Art History II Exam
	Studio in Art	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Studio in Art Exam
	Art 2D	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Art 2D Exam
	Art 3D	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Art 3D Exam
	Intro to Automotive Technology	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Intro to Automotive Tech Exam
	Auto Mechanics I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Auto Mechanics I Exam

	Auto Mechanics II	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Auto Mechanics II Exam
	Cosmetology I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Cosmetology I Exam
	Cosmetology II	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Cosmetology II Exam
	Introduction to Construction Trades	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Introduction to Construction Trades Exam
	Building Trades	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Building Trades Exam
	Carpentry I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Carpentry I Exam

	Carpentry II	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Carpentry II Exam
	Food Service I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Food Service I Exam
	Food Service II	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Food Service II Exam
	Food Service III	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Food Service III Exam
	Welding I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Welding I Exam
	Welding II	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Welding II Exam

	Fashion Technology III	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Fashion Technology III Exam
	Keyboarding Communications (Grades 9-12) Business	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Keyboarding Communications Exam
	Introduction to Business	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Intro to Business Exam
	Computer Applications I	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Computer Applications I Exam
	Computer Applications II	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Computer Applications II Exam
	Accounting	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Accounting Exam

	Grades 7-12 AVID	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed AVID Exam for each grade
	Resource	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Resource Exam
	Wilson Reading	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Wilson Reading Exam
	Project Search	○ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	District Developed Project Search Exam
	CB Functional Reading	◉ • State Assessment ○ • State-approved 3rd party assessment ◉ • District, Regional or BOCES-developed ○ • School/BOCES-wide/group/team results based on State	NYS Alternative Assessment
	CB English	◉ State Assessment ○ State-approved 3rd party assessment ◉ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Alternative Assessment

	CB Number Sense and Operations	● State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Alternative Assessment
	CB Algebra	● State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Alternative Assessment
	CB Functional Math	● State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Alternative Assessment
	CB Living Environment	● State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Alternative Assessment
	CB Physical Setting / Earth Science	● State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Alternative Assessment
	CB Citizenship	● State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Alternative Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	Teachers will be given HEDI ratings based on the percentage of students that meet their individual targets, as specified in the SLO. A table setting forth the ratings has been uploaded in section 2.11. This HEDI scale is applicable to all teachers requiring SLOs.
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. 91% or more of students met or exceeded the SLO target.
Effective (9 - 17 points) Results meet District goals for similar students.	The work of the teacher results in acceptable, measurable and appropriate student growth. 80-85% of students met or exceeded the SLO target.
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. 79-84% of students met or exceeded the SLO target.
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. Fewer than 79% of students met or exceeded the SLO target.

Form 3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Special Education Courses (Resource, Community-Based Self-Contained) Grades K - 8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ◉ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	NYS ELA and Math Assessments
	ESL Courses in Grades K - 8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ◉ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	NYS ELA and Math Assessments
	Grade 3, 4 & 5 Social Studies	○ 1) Change in % of student performance level on State	NYS ELA and Math Assessments

		○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ◉ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	Grade 3, 4 & 5 Science	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ◉ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	NYS ELA and Math Assessments
	Physical Education Grades K - 8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed	NYS ELA and Math Assessments

		○ 6(i) School-wide measure based on State-provided measure ◉ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	
	Art Grades K - 8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ◉ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	NYS ELA and Math Assessments
	Spanish and French, Grades 6 - 8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ◉ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	NYS ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers in the courses listed above will have their 20% local measures HEDI score determined by the extent to which they reach the following targets: 1. School-wide measures of student growth based on the state provided growth score (Median growth percentile for the school). The HEDI score will be provided by the state. 2a. School-wide measure of student

	achievement: Reduction of students scoring at level 1 on NYS Math assessments by 10 percentage points. 2b. School-wide measure of student achievement: Reduction of students scoring at level 1 on NYS ELA assessments by 10 percentage points. 2c. School-wide measure of student achievement: Increase students scoring at levels 3 and 4 on NYS Math assessments by 5 percentage points. 2d. 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 - K-8 in section 3.3 to provide further details.
Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth exceeds or

	far exceeds the targets established by the state. School-wide student achievement exceeds or far exceeds the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and exceeds or far exceeds the targeted 5 percentage point increase in students scoring level 3 on the NYS ELA and Math assessments.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement meets the district established school-wide

	targets that are based on SCSD's five-year Strategic Plan. School-wide student growth meets the targets established by the state. School-wide student achievement meets the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and meets the targeted 5 percentage point increase in students scoring level 3 on the NYS ELA and Math assessments.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and

	achievement is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is below the targets established by the state. School-wide student achievement is below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math assessments and is below the targeted 5 percentage point increase in students scoring level 3 on the NYS ELA and Math

	assessments.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The school-wide attainment of student growth and achievement is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. School-wide student growth is substantially below the targets established by the state. School-wide student achievement is substantially below the targeted 10 percentage point reduction in students scoring level I on the NYS ELA and Math

	assessments and is substantially below the targeted 5 percentage point increase in students scoring level 3 on the NYS ELA and Math assessments.

Form 4.2) Points within Other Measures

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

Fill in the group of teachers covered (e.g., "probationary teachers"):

Tenured teachers not selecting peer observation(s)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	54
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	6
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	Grades 9 – 12	○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○ (c) results for swd and ELLs ○ (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	N/A
		○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○ (c) results for swd and ELLs ○ (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	
		○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○	

		○ (c) results for swd and ELLs ○ (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	

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.	Points will be awarded based on the extent to which schools achieve an increase of 4% or more in the 4-year graduation rate for the 2012 – 13 from the previous year for a total of 5 of the 15 local measures points. The graduation rate will include students that graduate through August 2013. A chart entitled, "Local Measures – Principals with Value-Added Measures for K-8 and HS (LH)" has been uploaded to section 8.1 to provide further details on the awarding of points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The 4-year graduation rate exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. The 4-year graduation rate for the school far exceeds a 4 percentage point increase from the previous school year.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations	The 4-year graduation rate meets or slightly exceeds the district established school-wide

for growth or achievement for grade/subject.	targets that are based on SCSD's five-year Strategic Plan. The 4-year graduation rate for the school meets or slightly exceeds a 4 percentage point increase from the previous school year.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The 4-year graduation rate is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. The 4-year graduation rate for the school is below a 4 percentage point increase from the previous school year.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The 4-year graduation rate is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. The 4-year graduation rate for the school is substantially below a 4 percentage point increase from the previous school year.

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

	Grade Configuration	**Locally-Selected Measure from List of Approved Measures**	**Assessment**
	Grades 9 – 12	○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○ (c) results for swd and ELLs ○ (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	N/A
		○ (a) achievement on State assessments	

		○ (b) results for students in specific performance levels ○ (c) results for swd and ELLs ○ (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	
		○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○ (c) results for swd and ELLs ○ (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	

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.	Points will be awarded based on the extent to which schools achieve an increase of 5% or more students promoted from grade 9 to 10 in the 2012 – 13 school year from the previous year for a total of 5 of the 15 local measures points. A chart entitled, "Local Measures – Principals with Value-Added Measures for K-8 and HS (LH)" has been uploaded to section 8.1 to provide further details on the awarding of points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The promotion rate for 9th to 10th grade exceeds or far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. Promotion rate for the school far exceeds a 5% percentage point increase from the previous school year.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The promotion rate for 9th to 10th grade meets or slightly exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. Promotion rate for the school meets or slightly exceeds a 5% percentage point increase from the previous school year.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The promotion rate for 9th to 10th grade is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. Promotion rate for the school is below a 5% percentage point increase from the previous school year.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The promotion rate for 9th to 10th grade is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. Promotion rate for the school is substantially below a 5% percentage point increase from the previous school year.

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	Grades 9 – 12	○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○	N/A

		○ (c) results for swd and ELLs ○ (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	
		○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○ (c) results for swd and ELLs ○ (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	
		○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○ (c) results for swd and ELLs ○ (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	

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.	Points will be awarded based on the extent to which schools achieve an increase of 5% or more students promoted from grade 10 to 11 in the 2012 – 13 school year from the previous year for a total of 5 of the 15 local measures points. . A chart entitled, "Local Measures – Principals with Value-Added Measures for K-8 and HS (LH)" has been uploaded to section 8.1 to provide further details on the awarding of points.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The promotion rate for 10th to 11th grade far exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. Promotion rate for the school far exceeds a 5 percentage point increase from the previous school year.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The promotion rate for 10th to 11th grade meets or slightly exceeds the district established school-wide targets that are based on SCSD's five-year Strategic Plan. Promotion rate for the school meets or slightly exceeds a 5 percentage point increase from the previous school year.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The promotion rate for 10th to 11th grade is below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. Promotion rate for the school is below a 5 percentage point increase from the previous

	school year.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The promotion rate for 10th to 11th grade is substantially below the district established school-wide targets that are based on SCSD's five-year Strategic Plan. Promotion rate for the school is substantially below a 5 percentage point increase from the previous school year.

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	○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○ (c) results for swd and ELLs ○ (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 ● (i) Student Learning Objectives	District-developed Foundations of Algebra Exam
	Johnson Center	○ (a) achievement on State assessments ○ (b) results for students in specific performance levels ○ (c) results for swd and ELLs ○ (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	Terra Nova 3 ELA

		○ (g) % achieving specific level on Regents or alternatives ○ (h) students' progress toward graduation ◉ (i) Student Learning Objectives	

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.	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. 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. 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.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide student achievement 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.
Effective (9- 17 points) Results meet	School-wide student achievement results indicate

District- or BOCES-adopted expectations for growth or achievement for grade/subject.	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.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide student achievement 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.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	School-wide student achievement 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.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INNEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	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%

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 individual summative assessment goals.

High School Local Measures:

1. Increase 3% proficiency on the ELA Regents Exam (Capped at 4 Points)
2. Increase 3% proficiency on the Algebra Regents Exam (Capped at 4 Points)
3. Increase 3% proficiency on the Global Studies Regents Exam (Capped at 4 Points)
4. Increase 3% proficiency on the US History Regents Exam (Capped at 4 Points)
5. Increase 3% proficiency on the Living Environments Regents Exam (Capped at 4 Points)

Conversion Chart for Points Scored Based on Percentage Increase in Students Scoring at Proficiency				
Percent Increase	0-2.1%	2.2-2.4%	2.5-3%	3.1-3.33+%
Points Earned (% increased x 1.2) *Rounding rules apply*	0-2.52	2.64-2.88	3.00-3.60	3.72-4

The points earned from each exam are added and applied to the 20 point HEDI scale:

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

K-8 Local Measures:

1. School-wide measures of student growth based on a state-provided MGP growth score covering all students for up to ten points

2. School-wide measure of student achievement as stated below
   a. Reduce students scoring at level 1 in Math by 10 percentage points (Capped at 2.5 points)
   b. Reduce students scoring at level 1 in ELA by 10 percentage points (Capped at 2.5 points)

Conversion chart for Points Scored Based on Percentage Point Decrease in Students Scoring Level 1 in ELA and Math				
Percentage Point Decrease in students scoring Level 1	0-7.2%	7.3-8.2%	8.3-10.0%	10.1-11.1+%
Points Earned (percentage point decreased x .225) *Rounding rules apply*	0-1.62	1.64-1.85	1.87-2.25	2.27-2.50

   c. Increase students score at Level 3&4 in Math by 5 percentage points (Capped at 2.5 points)
   d. Increase students scoring Level 3&4 in ELA by 5percentage points (Capped at 2.5)

Conversion Chart for Points Scored Based on Percentage Point Increase in Students Scoring Level 3&4 in ELA and Math				
Percentage Point Increase in Students Scoring Level 3 and 4	0-3.6%	3.7-4.1%	4.2-5.0%	5.1-5.56+%
Points earned (percentage point increase x .45) *Rounding rules apply*	0-1.62	1.67-1.85	1.89-2.25	2.30-2.5

The points earned for the school-wide measures of student growth based on a state-provided MGP growth score and the four school-wide measures of student achievement increases in students scoring Level 3 and 4 in ELA and math and decreases in students scoring Level 1 in ELA and math are added and applied to the 20 point HEDI scale:

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

4.5) Process for Assigning Points and Determining HEDI Ratings-Tenured Teachers K-5 without Peer Observations

For tenured teachers in grades K-5 not opting for peer observations (SCSD Teaching and Learning Framework), the process for assigning points and determining HEDI ratings using the teacher practice rubric and students surveys is as follows: Composite scores will be calculated by averaging the HEDI score of the administrative observations and multiplying that score by 90%. The multiplied score will then be added to the survey score to calculate the HEDI score. The conversion chart at the end of this document will determine the final HEDI score.

SCSD Teaching and Learning Framework-Observations Conducted by Administrator

Domain	Possible Points	Percentage of Rubric Rating	Percentage of Other Measures
Plan	**48**	**23%**	**90%**
Teach	**92**	**43%**	
Create	**44**	**20%**	
Analyze and Adjust	**28**	**14%**	

Teachers earn an average score in each domain of the professional practice rubric. All domain scores are then totaled and divided by the number of domains, then multiplied by the percentage of the overall 60 points of professional practice/other measures.

Overall Rubric Score	Rating Category	0-54 Point Distribution by Rating Category
1-1.4	Ineffective	0-49
1.5-2.4	Developing	50-56
2.5-3.4	Effective	57-58
3.5-4.0	Highly Effective	59-60

Teachers will receive a favorability rating from the student surveys, which will be converted to a rubric score and will account for 10% of the overall 60 points.

Student Surveys

HIGHLY EFFECTIVE	EFFECTIVE	Developing	Ineffective	Percentage of Other Measures
100 – 91%	90-70%	69-20%	19 – 0%	**10%**
3.7-4.0	3.0-3.6	2.6-2.9	0-2.5	

Process for Assigning Points and Determining HEDI Ratings-Probationary K-5 and Tenured Teachers K-5 with Peer Observations

For probationary and tenured teachers in grades K-5 opting for peer observations (SCSD Teaching and Learning Framework), the process for assigning points and determining HEDI ratings using the teacher practice rubric and students surveys is as follows: Composite scores will be calculated by averaging the HEDI score of the administrative observations and multiplying that score by 60%, and the HEDI score of the peer observations will be averaged and multiplied by 30%. Those multiplied scores will then be added to the survey score to calculate the HEDI score. The conversion chart at the end of this document will determine the final HEDI score.

Overall Rubric Score	Rating Category	0-54 Point Distribution by Rating Category
1-1.4	Ineffective	0-49
1.5-2.4	Developing	50-56
2.5-3.4	Effective	57-58
3.5-4.0	Highly Effective	59-60

Teachers in earn an average score in each domain of the professional practice rubric. Then all domain scores will be added and divided by the number of domains, then multiplied by the percentage of the overall 54 points of professional practice/other measures.

SCSD Teaching and Learning Framework-Observations Conducted by Administrator

Domain	Possible Points	Percentage of Rubric Rating	Percentage of Other Measures
Plan	**48**	**23%**	**60%**
Teach	**92**	**43%**	
Create	**44**	**20%**	
Analyze and Adjust	**28**	**14%**	

SCSD Teaching and Learning Framework-Observations Conducted by Peer Observer

Domain	Possible Points	Percentage of Rubric Rating	Percentage of Other Measures
Plan	**48**	**23%**	**30%**
Teach	**92**	**43%**	
Create	**44**	**20%**	
Analyze and Adjust	**28**	**14%**	

Student Surveys

HIGHLY EFFECTIVE	EFFECTIVE	Developing	Ineffective	Percentage of Other Measures
100 – 91%	90-70%	69-20%	19 – 0%	**10%**
3.7-4.0	3.0-3.6	2.6-2.9	0-2.5	

Process for Assigning Points and Determining HEDI Ratings-Tenured Teachers 6-12 without Peer Observations

For tenured teachers in grades 6-12 not opting for peer observations (Danielson Framework for Teaching rubric), the process for assigning points and determining HEDI ratings using the teacher practice rubric and students surveys is as follows: Composite scores will be calculated by averaging the HEDI score of the administrative observations and multiplying that score by 90%. The multiplied score will then be added to the survey score to calculate the HEDI score. The conversion chart at the end of this document will determine the final HEDI score.

Teacher Rubric Score to Sub-Component Conversion Charts

Overall Rubric Score	Rating Category	0-54 Point Distribution by Rating Category
1-1.4	Ineffective	0-49
1.5-2.4	Developing	50-56
2.5-3.4	Effective	57-58
3.5-4.0	Highly Effective	59-60

Teachers in earn an average score in each domain of the professional practice rubric. Then all domain scores will be added and divided by the number of domains, then multiplied by the percentage of the overall 60 points of professional practice/other measures.

SCSD Teaching and Learning Framework-Observations Conducted by Administrator

Domain	Possible Points	Percentage of Rubric Rating	Percentage of Other Measures
Planning and Preparation	**6.75**	**12.5%**	**90%**
Classroom Environment	**20.25**	**37.5%**	
Instruction	**20.25**	**37.5%**	
Professional Responsibilities	**6.75**	**12.5%**	

Student Surveys

HIGHLY EFFECTIVE	EFFECTIVE	Developing	Ineffective	Percentage of Other Measures
100 – 91%	90-70%	69-20%	19 – 0%	**10%**
3.7-4.0	3.0-3.6	2.6-2.9	0-2.5	

Process for Assigning Points and Determining HEDI Ratings-Probationary 6-12 and Tenured 6-12 with Peer Observations

For probationary and tenured teachers in grades 6-12 opting for peer observations (Danielson Framework for teaching rubric), the process for assigning points and determining HEDI ratings using the teacher practice rubric and students surveys is as follows: Composite scores will be calculated by averaging the HEDI score of the administrative observations and multiplying that score by 60%, and the HEDI score of the peer observations will be averaged and multiplied by 30%. Those multiplied scores will then be added to the survey score to calculate the HEDI score. The conversion chart at the end of this document will determine the final HEDI score.

Overall Rubric Score	Rating Category	0-54 Point Distribution by Rating Category
1-1.4	Ineffective	0-49
1.5-2.4	Developing	50-56
2.5-3.4	Effective	57-58
3.5-4.0	Highly Effective	59-60

Teachers in earn an average score in each domain of the professional practice rubric. Then all domain scores will be added and divided by the number of domains, then multiplied by the percentage of the overall 60 points of professional practice/other measures.

Danielson Framework for Teaching-Observations Conducted by Administrator

Domain	Possible Points	Percentage of Rubric Rating	Percentage of Other Measures
Planning and Preparation	**6.75**	**12.5%**	**60%**
Classroom Environment	**20.25**	**37.5%**	
Instruction	**20.25**	**37.5%**	
Professional Responsibilities	**6.75**	**12.5%**	

Danielson Framework for Teaching Framework-Observations Conducted by Peer Observers

Domain	Possible Points	Percentage of Rubric Rating	Percentage of Other Measures
Planning and Preparation	**6.75**	**12.5%**	**30%**
Classroom Environment	**20.25**	**37.5%**	
Instruction	**20.25**	**37.5%**	
Professional Responsibilities	**6.75**	**12.5%**	

Student Surveys

HIGHLY EFFECTIVE	EFFECTIVE	Developing	Ineffective	Percentage of Other Measures
100 – 91%	90-70%	69-20%	19 – 0%	**10%**
3.7-4.0	3.0-3.6	2.6-2.9	0-2.5	

Teacher Rubric Score to Sub-Component Conversion Charts

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

Syracuse City School District

Annual Professional Performance Review

Principal Improvement Plan (PIP)

Name_____ **School/Building**_____ **Exchange Conference Date** ____/____/____

Tenured: ☐ **Yes** ☐ **No** **Probationary Period: (From)** ____/____/____ **(To)** ____/____/____ **Observation Date** ____/____/____

Evaluation Conference Date ____/____/____ **PIP Timeline: (From)** ____/____/____ **(To)** ____/____/____

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

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

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

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

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

Next Scheduled Observation and/or Conference: ____/____/____

☐ **The principal gives permission for a copy of this Principal Improvement Plan to be forwarded to the Syracuse Association of Administrators and Supervisors.**

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

Syracuse City School District

Annual Professional Performance Review

Teacher Improvement Plan (TIP)

Name_____ **School/Building**_____ **Exchange Conference Date** ____/____/____

Tenured: ⑨ **Yes** ⑨ **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.

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

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

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.

Next Scheduled Observation: ____/____/____

⑨ **The teacher gives permission for a copy of this Teacher Improvement Plan to be forwarded to the Syracuse Teachers Association.**

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 8/6/12

Sharon L. Contreras

Teachers Union President Signature: Date:

8/6/12

Administrative Union President Signature: Date: 8/6/12

Board of Education President Signature: Date:

8/6/12