



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

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October 15, 2012

Dr. Teresa Thayer Snyder, Superintendent
Voorheesville Central School District
432 New Salem Road
Voorheesville, NY 12186

Dear Superintendent Snyder:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Charles Dedrick

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, June 08, 2012

Updated Saturday, September 29, 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 : 011003060000

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

011003060000

1.2) School District Name: VOORHEESVILLE CSD

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

VOORHEESVILLE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, June 11, 2012

Updated Monday, October 01, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Voorheesville developed ELA Grade K Assessment
1	District, regional, or BOCES-developed assessment	Voorheesville developed ELA Grade 1 assessment
2	District, regional, or BOCES-developed assessment	Voorheesville developed ELA Grade 2 Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Highly Effective=90.5 to 100% of students will meet or exceed their target goal on their summative or state assessments where
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	applicable.Effective=74.5 to 90.49% of students will meet or exceed their target goal on their summative or state assessments where applicable. Developing=64.5 to 74.49% of students will meet or exceed their target goal on summative or state assessments where applicable. Ineffective=fewer than 64.49% of students meet or exceed their target goal on summative or state assessments where applicable.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Pts. = 96.5%-100% 19 Pts. = 93.5-96.49% 18 Pts. = 90.5-93.49%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Pts. = 88.5-90.49 16 Pts. = 86.5-88.49% 15 Pts. = 84.5-86.49% 14 Pts. = 82.5-84.49% 13 Pts. = 80.5-82.49% 12 Pts. = 79.5-80.49% 11 Pts. = 77.5-79.49% 10 Pts. = 76.5-77.49% 9 Pts. = 74.5-76.49%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 Pts. = 72.5-74.49% 7 Pts. = 70.5-72.49% 6 Pts. = 69.5-70.49% 5 Pts. = 68.5-69.49% 4 Pts. = 66.5-68.49% 3 Pts. = 64.5-66.49%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 Pts. = 50-64.49 % 1 Pts. = 29.5-49.49 % 0 Pts. = 0-29.49%

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Voorheesville developed Math Grade K Assessment
1	District, regional, or BOCES-developed assessment	Voorheesville developed Math Grade 1 Assessment
2	District, regional, or BOCES-developed assessment	Voorheesville developed Math Grade 2 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.	Highly Effective=90.5 to 100% of students will meet or exceed their target goal on their summative or state assessments where applicable.Effective=74.5 to 90.49% of students will meet or exceed their target goal on their summative or state assessments where applicable. Developing=64.5 to 74.49% of students will
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Pts. = 96.5%-100% 19 Pts. = 93.5-96.49% 18 Pts. = 90.5-93.49%
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2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Voorheesville developed Science Grade 6 Assessment
7	District, regional or BOCES-developed assessment	Voorheesville developed Science Grade 7 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.	Highly Effective=90.5 to 100% of students will meet or exceed their target goal on their summative or state assessments where applicable. Effective=74.5 to 90.49% of students will meet or exceed their target goal on their summative or state assessments where applicable. Developing=64.5 to 74.49% of students will meet or exceed their target goal on summative or state assessments where applicable. Ineffective=fewer than 64.49% of students meet or exceed their target goal on summative or state assessments where applicable.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Pts. = 96.5%-100% 19 Pts. = 93.5-96.49% 18 Pts. = 90.5-93.49%
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 Pts. = 50-64.49 % 1 Pts. = 29.5-49.49 % 0 Pts. = 0-29.49%

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Voorheesville developed Social Studies Grade 6 Assessment
7	District, regional or BOCES-developed assessment	Voorheesville developed Social Studies Grade 7 Assessment
8	District, regional or BOCES-developed assessment	Voorheesville developed Social Studies Grade 8 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Highly Effective=90.5 to 100% of students will meet or exceed their target goal on their summative or state assessments where applicable. Effective=74.5 to 90.49% of students will meet or exceed their target goal on their summative or state assessments where applicable. Developing=64.5 to 74.49% of students will meet or exceed their target goal on summative or state assessments where applicable. Ineffective=fewer than 64.49% of students meet or exceed their target goal on summative or state assessments where applicable.
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Effective (9 - 17 points) Results meet District goals for similar students.	17 Pts. = 88.5-90.49 16 Pts. = 86.5-88.49%

15 Pts. = 84.5-86.49%
 14 Pts. = 82.5-84.49%
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 12 Pts. = 79.5-80.49%
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 10 Pts. = 76.5-77.49%
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Developing (3 - 8 points) Results are below District goals for similar students.

8 Pts. = 72.5-74.49%
 7 Pts. = 70.5-72.49%
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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	Voorheesville developed final exam in Global 1
		Assessment
Social Studies Regents Courses		
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.

Highly Effective=90.5 to 100% of students will meet or exceed their target goal on their summative or state assessments where applicable. Effective=74.5 to 90.49% of students will meet or exceed their target goal on their summative or state assessments where applicable. Developing=64.5 to 74.49% of students will meet or exceed their target goal on summative or state assessments where applicable. Ineffective=fewer than 64.49% of students meet or exceed their target goal on summative or state assessments where applicable.

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

20 Pts. = 96.5%-100%
 19 Pts. = 93.5-96.49%
 18 Pts. = 90.5-93.49%

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

17 Pts. = 88.5-90.49
 16 Pts. = 86.5-88.49%

15 Pts. = 84.5-86.49%
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

2 Pts. = 50-64.49 %
 1 Pts. = 29.5-49.49 %
 0 Pts. = 0-29.49%

2.7) High School Science Regents Courses

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

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

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

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

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

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20 Pts. = 96.5%-100%
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Effective (9 - 17 points) Results meet District goals for similar students.

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 13 Pts. = 80.5-82.49%

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 11 Pts. = 77.5-79.49%
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

2 Pts. = 50-64.49 %
 1 Pts. = 29.5-49.49 %
 0 Pts. = 0-29.49%

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.

Highly Effective=90.5 to 100% of students will meet or exceed their target goal on their summative or state assessments where applicable. Effective=74.5 to 90.49% of students will meet or exceed their target goal on their summative or state assessments where applicable. Developing=64.5 to 74.49% of students will meet or exceed their target goal on summative or state assessments where applicable. Ineffective=fewer than 64.49% of students meet or exceed their target goal on summative or state assessments where applicable.

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

20 Pts. = 96.5%-100%
 19 Pts. = 93.5-96.49%
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Effective (9 - 17 points) Results meet District goals for similar students.

17 Pts. = 88.5-90.49
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Pts. = 50-64.49 %
	1 Pts. = 29.5-49.49 %
	0 Pts. = 0-29.49%

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Voorheesville Developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Voorheesville developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Regents exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Highly Effective=90.5 to 100% of students will meet or exceed their target goal on their summative or state assessments where applicable. Effective=74.5 to 90.49% of students will meet or exceed their target goal on their summative or state assessments where applicable. Developing=64.5 to 74.49% of students will meet or exceed their target goal on summative or state assessments where applicable. Ineffective=fewer than 64.49% of students meet or exceed their target goal on summative or state assessments where applicable.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Pts. = 96.5%-100% 19 Pts. = 93.5-96.49% 18 Pts. = 90.5-93.49%
Effective (9 - 17 points) Results meet District goals for similar students.	17 Pts. = 88.5-90.49 16 Pts. = 86.5-88.49% 15 Pts. = 84.5-86.49% 14 Pts. = 82.5-84.49% 13 Pts. = 80.5-82.49% 12 Pts. = 79.5-80.49% 11 Pts. = 77.5-79.49% 10 Pts. = 76.5-77.49% 9 Pts. = 74.5-76.49%
Developing (3 - 8 points) Results are below District goals for similar students.	8 Pts. = 72.5-74.49% 7 Pts. = 70.5-72.49% 6 Pts. = 69.5-70.49%

5 Pts. = 68.5-69.49%

4 Pts. = 66.5-68.49%

3 Pts. = 64.5-66.49%

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

2 Pts. = 50-64.49 %

1 Pts. = 29.5-49.49 %

0 Pts. = 0-29.49%

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
English 12	District, Regional or BOCES-developed	Voorheesville Final Exam in Grade 12 ELA
AP English Lit	State Assessment	AP exam
Music in our lives	District, Regional or BOCES-developed	Voorheesville Final performance exam in Music in our Lives
Music Theory I	District, Regional or BOCES-developed	Voorheesville Final performance exam in Music Theory I
Music Theory II	District, Regional or BOCES-developed	Voorheesville Final performance exam in Music Theory II
Concert Band	District, Regional or BOCES-developed	Voorheesville Final Performance exam in Concert Band
Wind Ensemble	District, Regional or BOCES-developed	Voorheesville Final Performance exam in Wind Ensemble
Chorale 9	District, Regional or BOCES-developed	Voorheesville Final Performance exam in Chorale 9
Chorale 10	District, Regional or BOCES-developed	Voorheesville Final Performance exam in Chorale 10
Chorale 11/12	District, Regional or BOCES-developed	Voorheesville Final Performance exam in Chorale 11/12
Applied Music	District, Regional or BOCES-developed	Voorheesville Final Performance exam in Applied Music
Intro to Jazz	District, Regional or BOCES-developed	Voorheesville Final performance exam in Intro to Jazz
AP World History	State Assessment	AP exam
Sociology	District, Regional or BOCES-developed	Voorheesville Final exam in Sociology
Psychology	District, Regional or BOCES-developed	Voorheesville Final Exam in Psychology
AP Psychology	State Assessment	AP exam
AP Economics	State Assessment	AP exam
Economics	District, Regional or BOCES-developed	Voorheesville Final exam in Economics
Government	District, Regional or BOCES-developed	Voorheesville Final Exam in Government
AP Government	State Assessment	AP exam

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Highy Effective=90.5 to 100% of students will meet or exceed their target goal on their summative or state assessments where applicable.Effective=74.5 to 90.49% of students will meet or exceed their target goal on their summative or state assessments where applicable. Developing=64.5 to 74.49% of students will meet or exceed their target goal on summative or state assessments where applicable. Ineffective=fewer than 64.49% of students meet or exceed their target goal on summative or state assessments where applicable.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>20 Pts. = 96.5%-100% 19 Pts. = 93.5-96.49% 18 Pts. = 90.5-93.49%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>17 Pts. = 88.5-90.49 16 Pts. = 86.5-88.49% 15 Pts. = 84.5-86.49% 14 Pts. = 82.5-84.49% 13 Pts. = 80.5-82.49% 12 Pts. = 79.5-80.49% 11 Pts. = 77.5-79.49% 10 Pts. = 76.5-77.49% 9 Pts. = 74.5-76.49%</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>8 Pts. = 72.5-74.49% 7 Pts. = 70.5-72.49% 6 Pts. = 69.5-70.49% 5 Pts. = 68.5-69.49% 4 Pts. = 66.5-68.49% 3 Pts. = 64.5-66.49%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>2 Pts. = 50-64.49 % 1 Pts. = 29.5-49.49 % 0 Pts. = 0-29.49% Student prior academic history</p>

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

[assets/survey-uploads/5364/141184-avH4IQNZMh/Table of courses redux again.docx](#)

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.

(No response)

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.

For allowable controls we will be using student prior academic history, students with disabilities, students in poverty. These factors will be included when implementing target goals on summative or state assessments.

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

3. Local Measures (Teachers)

Created Monday, June 11, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	1) Change in percentage of student performance level on State assessments	NYS ELA
5	1) Change in percentage of student performance level on State assessments	NYS ELA
6	1) Change in percentage of student performance level on State assessments	NYS ELA
7	1) Change in percentage of student performance level on State assessments	NYS ELA
8	1) Change in percentage of student performance level on State assessments	NYS ELA

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The criteria below represents the universal scale that will be used to assess growth on the New York State Assessments (we will be quadrupling our State Assessment Scores for grades 4-8 at this time). The District will be using a "half to 100" formula for Student Learning Objectives (SLOs). Using this formula, each student must achieve (between the pre and post assessment) the number of points of their pre-test that is half-way to 100. For example, a student who scores a 50% on their pre-assessment must score at least a 75% in order to reach their target, or show "growth." Below represent the points that can be obtained depending upon the number of percentage of a teacher's caseload that shows "growth."</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>89-100% of a teacher's student population show growth in their NYS ELA scaled score. 15= 94.5-100% 14= 88.5-94.49%</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-88% of a teacher's student population show growth in their NYS ELA scaled score. 13=86.5-88.49% 12= 84.5-86.49% 11= 83-84.49% 10= 81.5- 82.49% 9=80.5- 81.49% 8=79.5-80.49%</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>60-79% of a teacher's student population show growth in their NYS ELA scaled score. 7= 73.5 -79.49% 6= 69.5-73.49% 5=65.5-69.49% 4=61.5-65.49% 3= 59.5%-61.49%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Fewer than 60% of a teacher's student population show growth in their NYS ELA scaled score. 2= 45-59.49% 1=25-44.49% 0= Equal to or fewer than 25%</p>

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	1) Change in percentage of student performance level on State assessments	NYS Math Assessment
5	1) Change in percentage of student performance level on State assessments	NYS Math Assessment
6	1) Change in percentage of student performance level on State assessments	NYS Math Assessment

7	1) Change in percentage of student performance level on State assessments	NYS Math Assessment
8	1) Change in percentage of student performance level on State assessments	NYS Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The criteria below represents the universal scale that will be used to assess growth on the New York State Assessments (we will be quadrupling our State Assessment Scores for grades 4-8 at this time). The District will be using a "half to 100" formula. Using this formula, each student must achieve (between the pre and post assessment) the number of points of their pre-test that is half-way to 100. For example, a student who scores a 50% on their pre-assessment must score at least a 75% in order to reach their target, or show "growth." Below represent the points that can be obtained depending upon the number of percentage of a teacher's caseload that shows "growth."
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89-100% of a teacher's student population show growth in their NYS Math scaled score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-88% of a teacher's student population show growth in their NYS Math scaled score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of a teacher's student population show growth in their NYS Math scaled score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of a teacher's student population show growth in their NYS Math scaled score.

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

Locally-Selected Measure from List of Approved Measures	Assessment
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K	7) Student Learning Objectives	Voorheesville-developed ELA Reading/Writing Rubric Continuum for kindergarten
1	7) Student Learning Objectives	Voorheesville-developed ELA Reading/Writing Rubric Continuum for first grade
2	7) Student Learning Objectives	Voorheesville-developed ELA Reading/Writing Rubric Continuum for second grade
3	7) Student Learning Objectives	Voorheesville-developed ELA Reading/Writing Assessment, and the NYS ELA 3 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Grades K-3 will be using their SLO as their locally-developed assessment scores (applying a Voorheesville developed assessment as a means of assessing K-2 growth). Grade 3 will model their SLO using the structure of the NYS ELA 3 Exam. Pre assessment data for grade 3 state assessment will be different than that used the State growth component. The District will be using a "half to 100" formula. Using this formula, each student must achieve (between the pre and post assessment) the number of points of their pre-test that is half-way to 100. For example, a student who scores a 50% on their pre-assessment must score at least a 75% in order to reach their target, or show "growth." Below represent the points that can be obtained depending upon the number of percentage of a teacher's caseload that shows "growth."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89-100% of a teacher's student population show growth based on the Voorheesville developed assessment. 20= 97-100% 19=93-96% 18= 89-92%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-88% of a teacher's student population show growth based on the Voorheesville developed assessment. 17=88% 16= 87% 15=86% 14=85% 13=84% 12=83% 11=82% 10=81% 9=80%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of a teacher's student population show growth based on the Voorheesville developed assessment. 8= 78-79% 7= 76-77% 6= 74-75% 5= 72-73% 4= 70-71%

3= 68-69%

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

Less than 60% of a teacher's student population show growth based on the Voorheesville developed assessment.

2= 57-67%

1= 46-56%

0= 0-45%

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	7) Student Learning Objectives	Voorheesville-developed and approved pre and post assessment for kindergarten math
1	7) Student Learning Objectives	Voorheesville-developed and approved pre and post assessment for first grade math
2	7) Student Learning Objectives	Voorheesville-developed and approved pre and post assessment for second grade math
3	7) Student Learning Objectives	Voorheesville-developed and approved pre and post assessment for third grade math and the NYS Math 3 Assessment

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

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

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

Grades K-3 will be using their SLO as their locally-developed assessment scores (applying a District-adopted and approved pre and post test math assessment that is aligned with the Common Core Curriculum Standards). Grade 3 will model their SLO using the structure of the NYS Math 3 Exam. Achievement standards for each grade/subject area will be set per grade level by the district.

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

89-100% of a teacher's student population show growth between the pre and post test District-developed Common Core Math Assessment.

20= 97-100%

19=93-96%

18= 89-92%

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

80-88% of a teacher's student population show growth between the pre and post test District-developed Common Core Math Assessment.

17=88%

16= 87%

15=86%

14=85%

13=84%

12=83%
 11=82%
 10=81%
 9=80%

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

60-79% of a teacher's student population show growth between the pre and post test District-developed Common Core Math Assessment.
 8= 78-79%
 7= 76-77%
 6= 74-75%
 5= 72-73%
 4= 70-71%
 3= 68-69%

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

Fewer than 60% of a teacher's student population show growth between the pre and post test District-developed Common Core Math Assessment.
 2= 57-67%
 1= 46-56%
 0= 0-45%

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	7) Student Learning Objectives	Voorheesville-developed and approved grade 6 science pre and post assessment
7	7) Student Learning Objectives	Voorheesville-developed and approved grade 7 science pre and post assessment
8	6(ii) School wide measure computed locally	Voorheesville-developed and approved grade 8 science pre assessment and the NYS Science 8 Assessment

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

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

Grades 6-8 science will be using their SLO as their locally-developed assessment scores (applying a Voorheesville Developed and approved pre and post test science assessment that is aligned with the Common Core Curriculum Standards). Grade 8 will model their SLO using the structure of the NYS Science 8 Exam. Achievement standards for each grade/subject area will be set per grade level by the district.

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

89-100% of a teacher's student population show growth between the pre and post test Voorheesville developed science assessment.
 20= 97-100%
 19=93-96%
 18= 89-92%

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

80-88% of a teacher's student population show growth between the pre and post test Voorheesville developed science

grade/subject.	assessment. 17=88% 16= 87% 15=86% 14=85% 13=84% 12=83% 11=82% 10=81% 9=80%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of a teacher's student population show growth between the pre and post test Voorheesville developed science assessment. 8= 78-79% 7= 76-77% 6= 74-75% 5= 72-73% 4= 70-71% 3= 68-69%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of a teacher's student population show growth between the pre and post test Voorheesville developed science assessment. 2= 57-67% 1= 46-56% 0= 0-45%

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	7) Student Learning Objectives	Voorheesville-developed and approved pre and post assessment in grade 6 social studies.
7	7) Student Learning Objectives	Voorheesville-developed and approved pre and post assessment in grade 7 social studies.
8	7) Student Learning Objectives	Voorheesville-developed and approved pre and post assessment in grade 8 social studies.

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.	Grades 6-8 social studies will be using their SLO as their locally-developed assessment scores (applying a District-adopted and approved pre and post test social studies assessment that is aligned with the Common Core Curriculum Standards, particularly with an emphasis on non-fiction
---	--

	reading/writing.). Achievement standards for each grade/subject area will be set per grade level by the district.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89-100% of a teacher's student population show growth between the pre and post test District-developed social studies assessment, with an emphasis on non-fiction. 20= 97-100% 19=93-96% 18= 89-92%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-88% of a teacher's student population show growth between the pre and post test District-developed social studies assessment, with an emphasis on non-fiction. 17=88% 16= 87% 15=86% 14=85% 13=84% 12=83% 11=82% 10=81% 9=80%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of a teacher's student population show growth between the pre and post test District-developed social studies assessment, with an emphasis on non-fiction. 8= 78-79% 7= 76-77% 6= 74-75% 5= 72-73% 4= 70-71% 3= 68-69%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of a teacher's student population show growth between the pre and post District-developed social studies assessment, with an emphasis on non-fiction. 2= 57-67% 1= 46-56% 0= 0-45%

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	Voorheesville-developed assessment in Global 1
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Regents
American History	3) Teacher specific achievement or growth score computed locally	NYS U.S. History and Government Regents

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.	Pre and post assessments will be developed to mirror the rigor of the New York State Social Studies Regents Exams, and used as a means of assessing growth for the school year. Achievement standards for each grade/subject area will be set per grade level by the district.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89-100% of a teacher's student population show growth in their Regents score (pre and post test). 20= 97-100% 19=93-96% 18= 89-92%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-88% of a teacher's student population show growth in their Regents score (pre and post test). 17=88% 16= 87% 15=86% 14=85% 13=84% 12=83% 11=82% 10=81% 9=80%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of a teacher's student population show growth in their Regents score (pre and post test). 8= 78-79% 7= 76-77% 6= 74-75% 5= 72-73% 4= 70-71% 3= 68-69%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of a teacher's student population show growth in their Regents score (pre and post test). 2= 57-67% 1= 46-56% 0= 0-45%

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	NYS Living Environment Regents
Earth Science	6(ii) School wide measure computed locally	NYS Earth Science Regents

Chemistry	6(ii) School wide measure computed locally	NYS Chemistry Regents
Physics	6(ii) School wide measure computed locally	NYS Physics Regents

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.	Pre and post assessments will be developed to mirror the rigor of the New York State Science Regents Exams, and used as a means of assessing growth for the school year. Achievement standards for each grade/subject area will be set per grade level by the district.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89-100% of a teacher's student population show growth in their NYS Math score (pre and post test). 20= 97-100% 19=93-96% 18= 89-92%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of a teacher's student population show growth in their Regents score (pre and post test). 8= 78-79% 7= 76-77% 6= 74-75% 5= 72-73% 4= 70-71% 3= 68-69%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-88% of a teacher's student population show growth in their Regents score (pre and post test). 17=88% 16= 87% 15=86% 14=85% 13=84% 12=83% 11=82% 10=81% 9=80%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of a teacher's student population show growth in their Regents score (pre and post test). 2= 57-67% 1= 46-56% 0= 0-45%

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	NYS Algebra I Regents Exam
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Exam
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra II Regents Exam

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

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

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.	Pre and post assessments will be developed to mirror the rigor of the New York State Science Mathematics Exams, and used as a means of assessing growth for the school year. Achievement standards for each grade/subject area will be set per grade level by the district.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89-100% of a teacher's student population show growth in their NYS Math score (pre and post test). 20= 97-100% 19=93-96% 18= 89-92%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-88% of a teacher's student population show growth in their Regents score (pre and post test). 17=88% 16= 87% 15=86% 14=85% 13=84% 12=83% 11=82% 10=81% 9=80%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of a teacher's student population show growth in their Regents score (pre and post test). 8= 78-79% 7= 76-77% 6= 74-75% 5= 72-73% 4= 70-71% 3= 68-69%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of a teacher's student population show growth in their Regents score (pre and post test). 2= 57-67% 1= 46-56% 0= 0-45%

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	3) Teacher specific achievement or growth score computed locally	Voorheesville Developed Assessment in Grade 9 ELA
Grade 10 ELA	3) Teacher specific achievement or growth score computed locally	Voorheesville Developed Assessment in Grade 10 ELA
Grade 11 ELA	6(ii) School wide measure computed locally	Voorheesville developed pre assessment in English 11 and NYS ELA Regents Exam

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.	Pre and post assessments will be developed to mirror the rigor of the New York State Science ELA Regents Exams, and used as a means of assessing growth for the school year. For grade 11, the NYS ELA Regents Exam will be used as a means of measuring growth. Achievement standards for each grade/subject area will be set per grade level by the district.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89-100% of a teacher's student population show growth in their pre and post ELA assessment. 20= 97-100% 19=93-96% 18= 89-92%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-88% of a teacher's student population show growth in their pre and post ELA assessment. 17=88% 16= 87% 15=86% 14=85% 13=84% 12=83% 11=82% 10=81% 9=80%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of a teacher's student population show growth in their pre and post ELA assessment. 8= 78-79% 7= 76-77% 6= 74-75% 5= 72-73% 4= 70-71% 3= 68-69%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	fewer than 60% of a teacher's student population show growth in their pre and post ELA Assessment. 2= 57-67%

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-88% of a teacher's student population show growth in their pre and post ELA assessment. 17=88% 16= 87% 15=86% 14=85% 13=84% 12=83% 11=82% 10=81% 9=80%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-79% of a teacher's student population show growth in their pre and post ELA assessment. 8= 78-79% 7= 76-77% 6= 74-75% 5= 72-73% 4= 70-71% 3= 68-69%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Fewer than 60% of a teacher's student population show growth in their pre and post ELA Assessment. 2= 57-67% 1= 46-56% 0= 0-45%

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/5139/141228-Rp0Ol6pk1T/Table of courses redux again.docx

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.

(No response)

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

In cases where a teacher has more than one measure, scores on each measure will be averaged. The average of these measures will constitute point value out of 20 for the locally selected measure. A raw average will be computed if a teacher has multiple locally

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 Monday, June 11, 2012

Updated Friday, October 05, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No

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

First Year 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]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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/5091/141233-2UoxI2HPmn/Form_4_2_Points_Within_Other_Measureslast copy_1.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:

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

HEDI SCORING FOR APPR

*Maximum raw score is 88 per observation**

Percent score is raw over 88 (e.g., 75/88 = 85%)

First year teacher total is 352 (four observations each observation is worth 15 points total = 60 points)

Summative is percent score of total raw over 352

Second and Third Year teachers total is 264 (three observations) (three observations worth 15 points each plus reflection worth five points and portfolio/artifacts worth 15 points = 60 points)

Summative is percent score of total raw over 264

Tenured teachers total is 176 (two observations worth 20 points each with reflection worth 5 points and portfolio/artifacts worth 15

points = 60 points

Summative is percent score of total raw over 264

Chart attached below distributes 60 points on HEDI ratings

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/5091/141233-eka9yMJ855/HEDI SCORING FOR APPR.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	To be highly effective a teacher must score between 90.5 and 100% on their total summative performance review on the 60-point rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	To be effective, a teacher must score between 74.5 and 90.49 on their summative performance review on the 60-point rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	To be developing, a teacher must score between 64.5% and 74.49% on the their summative performance review on the 60-point rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	To be ineffective, a teacher must score between 0% and 64.49% on the their summative performance review on the 60-point rubric.

Provide the ranges for the 60-point scoring bands.

Highly Effective	90.5%-100% on the 60-point rubric (see attached)
Effective	74.5%-90.49% on the 60-point rubric (see attached)
Developing	64.5%-74.49% on the 60-point rubric (see attached)
Ineffective	equal to or below 64.49% on the 60-point rubric (see attached)

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	4 for first year/3 for 2nd & 3rd yr
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

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

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

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	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?

-
- In Person
-

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

- In Person
-

5. Composite Scoring (Teachers)

Created Monday, June 11, 2012

Updated Friday, October 05, 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	54-60 points
Effective	45-53 points
Developing	39-44 points
Ineffective	0-43 points

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, July 05, 2012

Updated Friday, July 27, 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/5265/148743-Df0w3Xx5v6/Voorheesville Central School District TIP for APPR.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Subject to Appeal Procedure

Any tenured unit member aggrieved by an APPR rating of ineffective or developing may challenge the APPR.

An APPR subjected to a pending appeal shall not be offered in evidence in any Education Law 3020-a proceedings until the appeal process has concluded.

Grounds for Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- The substance of the APPR;*
- The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations;*
- The District's failure to comply with the applicable regulations of the Commissioner of Education;*
- The District's failure to issue and/or implement the terms of the Teacher Improvement Plan as required under Education Law 3012-c.*

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed in writing within 10 school days after the tenured teacher has received the APPR. Written notification shall be filed with the superintendent or his/her designee.

Supervising Administrator's Written Response to Appeal

Within fifteen school days of receipt of an appeal, the supervising administrator must submit a detailed written response that includes all documents or materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal.

Material not submitted at the time of the response filing will not be considered in deliberations related to the appeal.

Decision on the Appeal

Appeals shall be decided in a final and binding manner by the superintendent of schools. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Superintendent shall have the authority to rescind, modify, or affirm the rating. The decision shall be delivered in writing by the Superintendent within fifteen school days after the receipt of the supervising administrator's written response to the appeal.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Lead evaluators will be trained by BOCES, other third party trainers, or internally. Trained evaluators will submit documentation of training to the district. After reviewing documentation that the lead evaluators have been trained, the school board will certify the lead evaluators by resolution in a public meeting of the Board of Education. Lead evaluators will be re-certified annually.

The training will consist of 15 hours of professional development annually in effective teaching practices and inter-rater reliability. Inter-rater reliability will be established by viewing model lessons and having evaluators rate them on the rubric and matching their rating to a standard.

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	Checked
--	---------

to comply with regulations, in a format and timeline prescribed by the Commissioner.

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 Monday, June 11, 2012

Updated Monday, October 01, 2012

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
	State assessment	
	State assessment	
	State assessment	

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not applicable.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable.

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

Not applicable.

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)

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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
k-5	(a) achievement on State assessments	NYS ELA, Math, and Science Assessments
6-8	(a) achievement on State assessments	ELA, Math, and Science Assessments
9-12	(d) measures used by district for teacher evaluation	All NYS Regents Exams will be used in determining growth in the number of students with advanced Regents or honors distinction

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.	School buildings using their SLO as their locally-developed assessment scores (applying a District-adopted and approved pre and post assessment that is aligned with the Common Core Curriculum Standards) or New York State Assessments where applicable. Achievement standards for each grade/subject area will be set per grade level by the district.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	89-100% of a principal's student population will show growth in student achievement on state and local assessments. 15= 94.5-100% 14= 88.5=94.49%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-88% of a principal's student population will show growth in student achievement on state and local assessments. 13=86.5-88.49% 12= 84.5-86.49% 11= 83-84.49%

10= 81.5- 82.49%

9=80.5- 81.49%

8=79.5-80.49%

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

60-79% of a principal's student population will show growth in student achievement on state and local assessments.

7= 73.5 -79.49%

6= 69.5-73.49%

5=65.5-69.49%

4=61.5-65.49%

3= 59.5%-61.49%

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

Less than 60% of a principal's student population will show growth in student achievement on state and local assessments.

2= 45-59.49%

1=25-44.49%

0= Equal to or fewer than 25%

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

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Not applicable.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No Controls.

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

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Updated Friday, October 05, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(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 entire 60 points will be derived through the use of the Multidimensional Principal Performance Rubric. The rubric will be applied to each administrator, and based upon site visits, pre and post conferences with the administrator, and evidence provided by the administrator to support the tenets of the MPPR evaluation system. In the MPPR there is a maximum of 168 attainable points. HEDI ratings will be based on percentages of the attainable points.

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

assets/survey-uploads/5143/141268-pMADJ4gk6R/HEDI SCALE FOR PRINCIPALS.docx

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

Highly Effective: Overall performance and results exceed standards.	To be Highly Effective, the candidate must score between 152-162 points.
Effective: Overall performance and results meet standards.	To be Effective, the candidate must score between 126-151 points.
Developing: Overall performance and results need improvement in order to meet standards.	To be Developing, the candidate must score between 110-125 points.
Ineffective: Overall performance and results do not meet standards.	To be Ineffective, the candidate must score between 0-109 points.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60 points on the MPPR
Effective	45-53 points on the MPPR
Developing	39-44 points on the MPPR
Ineffective	43 or fewer points on the MPPR

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	0
By trained independent evaluator	0
Enter Total	2

Tenured Principals

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

10. Composite Scoring (Principals)

Created Thursday, July 05, 2012

Updated Friday, October 05, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	54-60 points on the MPPR
Effective	45-53 points on the MPPR
Developing	39-44 points on the MPPR
Ineffective	43 points or fewer on the MPPR

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Thursday, July 05, 2012

Updated Monday, October 01, 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/5276/148825-Df0w3Xx5v6/Voorheesville Central School Districtpip.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

The purpose of the internal APPR appeal process is to foster and nurture growth of the principal in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal.

Appeals are reserved for tenured principals.

Tenured principals who meet the criteria for the appeal process identified hereafter may access the appeals procedure. A principal may not file multiple appeals regarding the same performance review or PIP. All grounds for appeal must be raised within one appeal.

APPR Subject to Appeal Procedure

Any tenured unit member aggrieved by an APPR rating of ineffective or developing may challenge the APPR. An APPR subjected to a pending appeal shall not be offered in evidence in any Education Law 3020-a proceedings until the appeal process has concluded.

Grounds for Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds:

- The substance of the APPR;*
- The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law 3012-c and applicable rules and regulations;*
- The District's failure to comply with the applicable regulations of the Commissioner of Education;*
- The District's failure to issue and/or implement the terms of the Principal Improvement Plan as required under Education Law 3012-c.*

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed in writing within 10 school days after the tenured principal has received the APPR. Written notification shall be filed with the superintendent or his/her designee.

Superintendent's Written Response to Appeal

Within fifteen school days of receipt of an appeal, the Superintendent must submit a detailed written response that includes all documents or materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time of the response filing will not be considered in deliberations related to the appeal.

Decision on the Appeal

Appeals shall be decided in a final and binding manner by a local superintendent (other than the superintendent of the appealing principal) serving on a rotating basis. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The local superintendent shall have the authority to rescind, modify, or affirm the rating. The decision shall be delivered in writing by the local superintendent within fifteen school days after the receipt of the superintendent's written response to 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.

Lead Evaluators of Principals shall undergo 15 hours of training, provided by BOCES or third party trainers, or internally on an annual basis in methodologies to evaluate effectiveness in principal practices. The lead evaluator shall submit documentation to the school board. After reviewing the documentation, the Board of Education will certify the lead evaluator by resolution in a public meeting. The Lead Evaluator will be re-certified annually. The BOCES training will address inter-rater reliability.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Monday, June 11, 2012

Updated Tuesday, October 09, 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/5581/141282-3Uqgn5g9Iu/Evaluation Page 10-09-12.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Table of courses

Courses or subjects	Options	Assessment
Studio Art	District developed assessment	Voorheesville Final exam
Design/Draw	District developed assessment	Voorheesville Final exam
Graphic Design	District developed assessment	Voorheesville Final exam
Draw and Paint I	District developed assessment	Voorheesville Final exam
Draw and Paint II	District developed assessment	Voorheesville Final exam
Sculpture	District developed assessment	Voorheesville Final exam
Ceramics	District developed assessment	Voorheesville Final exam
Digital Art	District developed assessment	Voorheesville Final exam
Portfolio prep	District developed assessment	Voorheesville Final exam
Architectural drawing	District developed assessment	Voorheesville Final exam
Physical Education Sports	District developed assessment	Voorheesville Final exam
Physical Education Wellness	District developed assessment	Voorheesville Final exam
Health	District developed assessment	Voorheesville Final exam
Foods I	District developed assessment	Voorheesville Final exam
Foods II	District developed assessment	Voorheesville Final exam
Pre-calculus	District developed assessment	Voorheesville Final exam
AP Calculus	Third Party assessment	AP exam
AP Statistics	Third Party assessment	AP exam
Accounting	District developed assessment	Voorheesville Final exam
AP Biology	Third party assessment	AP exam
AP Chemistry	Third party assessment	AP exam
AP Physics B	Third party assessment	AP exam
Environmental Science	District developed assessment	Voorheesville Final exam
Forensics	District developed assessment	Voorheesville Final exam
Meteorology	District developed assessment	Voorheesville final exam
Personal Finance	District developed assessment	Voorheesville Final exam
Marketing	District developed assessment	Voorheesville Final exam
Business Law	District developed assessment	Voorheesville Final exam
French II	District developed assessment	Voorheesville Final exam
French III	District developed assessment	Voorheesville Final exam
Advanced French A	District developed assessment	Voorheesville Final Exam
Spanish Is	District developed assessment	Voorheesville Final exam
Spanish II	District developed assessment	Voorheesville Final exam
Spanish III	District developed assessment	Voorheesville Final exam
Advanced Spanish A	District developed assessment	Voorheesville Final exam
AP Spanish	Third Party assessment	AP exam
MS Spanish I	District developed assessment	Voorheesville Final exam
MS French I	District developed assessment	Voorheesville Final exam
MS Technology	District developed assessment	Voorheesville Final exam
MS Health	District developed assessment	Voorheesville Final exam
MS FACS	District developed assessment	Voorheesville Final exam
MS Music	District developed assessment	Voorheesville Final exam

Table of courses

Courses or subjects	Options	Assessment
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AP Calculus	Third Party assessment	AP exam
AP Statistics	Third Party assessment	AP exam
Accounting	District developed assessment	Voorheesville Final exam
AP Biology	Third party assessment	AP exam
AP Chemistry	Third party assessment	AP exam
AP Physics B	Third party assessment	AP exam
Environmental Science	District developed assessment	Voorheesville Final exam
Forensics	District developed assessment	Voorheesville Final exam
Meteorology	District developed assessment	Voorheesville final exam
Personal Finance	District developed assessment	Voorheesville Final exam
Marketing	District developed assessment	Voorheesville Final exam
Business Law	District developed assessment	Voorheesville Final exam
French II	District developed assessment	Voorheesville Final exam
French III	District developed assessment	Voorheesville Final exam
Advanced French A	District developed assessment	Voorheesville Final Exam
Spanish Is	District developed assessment	Voorheesville Final exam
Spanish II	District developed assessment	Voorheesville Final exam
Spanish III	District developed assessment	Voorheesville Final exam
Advanced Spanish A	District developed assessment	Voorheesville Final exam
AP Spanish	Third Party assessment	AP exam
MS Spanish I	District developed assessment	Voorheesville Final exam
MS French I	District developed assessment	Voorheesville Final exam
MS Technology	District developed assessment	Voorheesville Final exam
MS Health	District developed assessment	Voorheesville Final exam
MS FACS	District developed assessment	Voorheesville Final exam
MS Music	District developed assessment	Voorheesville Final exam

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"):

Second and third year 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]	45
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	15

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

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

Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

Second and Third Year Teachers:

Observation 1 = 15 points

Observation 2 = 15 points

Observation 3 = 15 points

Calculated as the percentage of elements observed and placed on rubric, multiplied by 15. (e.g., 75/88 elements equals 85% times 15 equals 12.75 on the first observation. Total of all three will represent the score out of 45. Additional points to 60 derive from reflection (5 points) and portfolio (15 points).

Each of Three observations has maximum score of 88—Range for HEDI

Highly Effective	Effective	Developing	Ineffective	
88-80	87-66	65-44	<44	Per Observation
264-240	239-198	197-132	<132	Total
20-18	17-9	8-3	2-0	

Distribution of percentage points for each number within HEDI ranges, applies to all teachers:

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	94-96	91-93	89-90	87-88	85-86	83-84	81-82	79-80	77-78	76	75	73-74	71-72	69-70	67-68	66	65	45-64	25-44	0-24

Tenured Teachers:

Observation 1 = 20 points

VOORHEESVILLE CENTRAL SCHOOL DISTRICT

PRINCIPAL HEDI RATING SCALE

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
97- 100%	94- 96%	91- 93%	89- 90%	87- 88%	85- 86%	83- 84%	81- 82%	79- 80%	77- 78%	76% 75%	73- 74%	71- 72%	69- 70%	67- 68%	66% 65%	65% 64%	45- 64%	25- 44%	

*The above HEDI scale represents the percentage of points obtained on the 60-point rubric.

Voorheesville Central School District

Teacher Improvement Plan Worksheet

Teacher:_____ Building:_____ Grade:_____ Subject:_____

APPR Criteria needing improvement	Performance Goals	Timeline for completion	Measurement tools	Dates of Periodic Reviews	Professional Development Resources

Teacher's Signature_____ Date:_____

Evaluator's Signature_____ Date:_____

Teacher Improvement Plan Evaluation Sheet

APPR Criteria Needing Improvement	Satisfactory Progress	Action steps completed

Evaluator's Comments:

Tip Satisfied? _____yes _____no

Teacher's signature_____

Date_____

Evaluator's signature_____

Date_____

Voorheesville Central School District
Principal Improvement Plan Worksheet

Principal: _____ Building: _____ Grades: _____

APPR Criteria needing improvement	Performance Goals	Timeline for completion	Measurement tools	Dates of Periodic Reviews	Professional Development Resources

Principal's Signature _____ Date: _____

Evaluator's Signature _____ Date: _____

Principal Improvement Plan Evaluation Sheet

APPR Criteria Needing Improvement	Satisfactory Progress	Action steps completed

Evaluator's Comments:

PIP Satisfied? _____yes _____no

Principal's signature_____

Date_____

Evaluator's signature_____

Date_____

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

Signatures, dates

Superintendent Signature: Date:

Teresa Thayer Snyder *Oct. 5, 2012*

Teachers Union President Signature: Date:

Kathleen Fiere *10/9/12*

Administrative Union President Signature: Date:

[Signature] *10/5/12*

Board of Education President Signature: Date:

[Signature] *10/5/12*