



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

Commissioner of Education
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November 21, 2014

Revised

Dr. Joseph P. Dragone, Superintendent
Ballston Spa Central School District
70 Malta Ave.
Ballston Spa, NY 12020

Dear Superintendent Dragone:

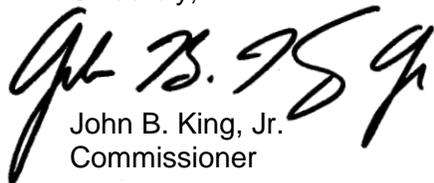
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

NOTE:

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

Created Tuesday, April 30, 2013

Updated Thursday, August 07, 2014

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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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 521301060000

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

521301060000

1.2) School District Name: BALLSTON SPA CSD

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

BALLSTON SPA CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, November 04, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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.	Checked

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	i-Ready Diagnostic Assessment
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	i-Ready Diagnostic Assessment
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	i-Ready Diagnostic 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 measuring student growth on the assessments listed for this Task.

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

Grades K-2: Every student in a teacher’s class will be given the I-Ready Diagnostic Assessment in the fall. Student scores on the pre-test will be averaged to determine an average class score. Students will be given the I-Ready Diagnostic Assessment again in the spring and student scores will again be averaged to determine an average class score. The fall and spring average scores will be compared and every teacher is expected to show a minimum of 1 year’s growth based on the annual growth targets

as determined by Curriculum Associates to reach minimum effectiveness. HEDI points will be allocated to a teacher based on the average growth of all students over the course of the year.

Grade 3: Every student in a teacher's class will be given the I-Ready Diagnostic Assessment in the fall. The scale score for each student will be transposed to an Achievement Level (1-4) that corresponds to the state assessment. All students will be administered the state assessment in the spring. 90% of Fall Level 1's will increase at least 1 Level on the state assessment, 90% of Fall Level 2's will increase at least 1 Level on the state assessment, and no Fall Level 3 or 4's will decrease on the state assessment.

K-2:

Score Average Student Growth (years)

20 1.7+

19 1.6-1.69

18 1.5-1.59 HE

17 1.40-1.49

16 1.35-1.39

15 1.30-1.34

14 1.25-1.29

13 1.20-1.24

12 1.15-1.19

11 1.10-1.14

10 1.05-1.09

9 1.0-1.04 E

8 .86-.99

7 .81-.85

6 .76-.80

5 .71-.75

4 .66-.70

3 0.65 D

2 0.64

1 .55-.63

0 0-.54 I

Grade 3:

Score % of Students Achieving Targets

20 98-100

19 94-97

18 90-93 HE

17 89

16 88

15 87-86

14 85-84

13 83-82

12 81-80

11 79-78

10 77-76

9 75 E

8 74

7 73-72

6 71-70

5 69-68
4 67-66
3 65 D

2 64-60
1 56-59
0 0-55 I

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

Grades K-2:
Score Average Student Growth (years)
20 1.7+
19 1.6-1.69
18 1.5-1.59 HE

Grade 3:
Score % of Students Achieving Targets
20 98-100
19 94-97
18 90-93 HE

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

K-2:
Score Average Student Growth (years)
17 1.40-1.49
16 1.35-1.39
15 1.30-1.34
14 1.25-1.29
13 1.20-1.24
12 1.15-1.19
11 1.10-1.14
10 1.05-1.09
9 1.0-1.04 E

Grade 3: % of Students Achieving Targets
17 89
16 88
15 87-86
14 85-84
13 83-82
12 81-80
11 79-78
10 77-76
9 75 E

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Grades K-2:
Score Average Student Growth (years)
8 .86-.99
7 .81-.85
6 .76-.80
5 .71-.75
4 .66-.70
3 0.65 D

Grade 3: % of Students Achieving Targets
8 74
7 73-72
6 71-70
5 69-68
4 67-66
3 65 D

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Grades K-2:
 Score Average Student Growth (years)
 2 0.64
 1 .55-.63
 0 0-.54 I

Grade 3: % of Students Achieving Targets
 2 64-60
 1 56-59
 0 0-55 I

2.3) Grades K-3 Math

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

	Math	Assessment
K	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	i-Ready Diagnostic Assessment
1	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	i-Ready Diagnostic Assessment
2	3rd party non-“traditional standardized” assessment that meets NYSED guidance requirements	i-Ready Diagnostic Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Grades K-2: Every student in a teacher’s class will be given the I-Ready Diagnostic Assessment in the fall. Student scores on the pre-test will be averaged to determine an average class score. Students will be given the I-Ready Diagnostic Assessment again in the spring and student scores will again be averaged to determine an average class score. The fall and spring average scores will be compared and every teacher is expected to show a minimum of 1 year’s growth based on the annual growth targets as determined by Curriculum Associates to reach minimum effectiveness. HEDI points will be allocated to a teacher based on the average growth of all students over the course of the year.

Grade 3: Every student in a teacher’s class will be given the I-Ready Diagnostic Assessment in the fall. The scale score for each student will be transposed to an Achievement Level (1-4) that corresponds to the state assessment. All students will be administered the state assessment in the spring. 90% of Fall Level 1's will increase at least 1 Level on the state assessment,

90% of Fall Level 2's will increase at least 1 Level on the state assessment, and no Fall Level 3 or 4's will decrease on the state assessment.

K-2:

Score Average Student Growth (years)

20 1.7+

19 1.6-1.69

18 1.5-1.59 HE

17 1.40-1.49

16 1.35-1.39

15 1.30-1.34

14 1.25-1.29

13 1.20-1.24

12 1.15-1.19

11 1.10-1.14

10 1.05-1.09

9 1.0-1.04 E

8 .86-.99

7 .81-.85

6 .76-.80

5 .71-.75

4 .66-.70

3 0.65 D

2 0.64

1 .55-.63

0 0- .54 I

Grade 3:

Score % of Students Achieving Targets

20 98-100

19 94-97

18 90-93 HE

17 89

16 88

15 87-86

14 85-84

13 83-82

12 81-80

11 79-78

10 77-76

9 75 E

8 74

7 73-72

6 71-70

5 69-68

4 67-66

3 65 D

2 64-60

1 56-59

0 0-55 I

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

Grades K-2:
Score Average Student Growth (years)
20 1.7+

19 1.6-1.69
18 1.5-1.59 HE

Grade 3:
Score % of Students Achieving Targets
20 98-100
19 94-97
18 90-93 HE

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

Grades K-2:
Score Average Student Growth (years)
17 1.40-1.49
16 1.35-1.39
15 1.30-1.34
14 1.25-1.29
13 1.20-1.24
12 1.15-1.19
11 1.10-1.14
10 1.05-1.09
9 1.0-1.04 E

Grade 3: % of Students Achieving Targets
17 89
16 88
15 87-86
14 85-84
13 83-82
12 81-80
11 79-78
10 77-76
9 75 E

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Grades K-2:
Score Average Student Growth (years)
8 .86-.99
7 .81-.85
6 .76-.80
5 .71-.75
4 .66-.70
3 0.65 D

Grade 3: % of Students Achieving Targets
8 74
7 73-72
6 71-70
5 69-68
4 67-66
3 65 D

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).

Grades K-2:
Score Average Student Growth (years)
2 0.64
1 .55-.63
0 0-.54 I

Grade 3: % of Students Achieving Targets
2 64-60
1 56-59
0 0-55 I

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	Ballston Spa Developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Ballston Spa Developed 7th Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the fall benchmark assessment to the final benchmark assessment (or Regents exam as applicable) administered in the spring. The District has standard performance bands as noted below, and HEDI points will be allocated to a teacher based on how many students move up a level. The District has a goal that 90% of all students will meet or exceed the established growth targets.

- 90% of the students scoring above 75% on the baseline assessment will score 85+% on the summative assessment
- 90% of the students scoring between 65% and 74% on the baseline assessment will score 80+% on the summative assessment
- 90% of the students scoring between 50% and 64% on the baseline assessment will score 75+% on the summative assessment
- 90% of the students scoring between 30% and 49% on the baseline assessment will score 65+% on the summative assessment
- 90% of the students scoring between 0 and 29% on the baseline assessment will score 55+% on the summative assessment

Score % of Students Achieving Targets

20 98-100
 19 94-97
 18 90-93 HE

17 89
 16 88
 15 87-86
 14 85-84
 13 83-82
 12 81-80

11 79-78
 10 77-76
 9 75 E

 8 74
 7 73-72
 6 71-70
 5 69-68
 4 67-66
 3 65 D

 2 64-60
 1 56-59
 0 0-55 I

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Score % of Students Achieving Targets 20 98-100 19 94-97 18 90-93 HE
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Score % of Students Achieving Targets 17 89 16 88 15 87-86 14 85-84 13 83-82 12 81-80 11 79-78 10 77-76 9 75 E
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Score % of Students Achieving Targets 8 74 7 73-72 6 71-70 5 69-68 4 67-66 3 65 D
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Score % of Students Achieving Targets 2 64-60 1 56-59 0 0-55 I

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	Ballston Spa Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Ballston Spa Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Ballston Spa Developed 8th Grade Social Studies Assessment

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

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

The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the fall benchmark assessment to the final benchmark assessment (or Regents exam as applicable) administered in the spring. The District has standard performance bands as noted below, and HEDI points will be allocated to a teacher based on how many students move up a level. The District has a goal that 90% of all students will meet or exceed the established growth targets.

- 90% of the students scoring above 75% on the baseline assessment will score 85+% on the summative assessment
- 90% of the students scoring between 65% and 74% on the baseline assessment will score 80+% on the summative assessment
- 90% of the students scoring between 50% and 64% on the baseline assessment will score 75+% on the summative assessment
- 90% of the students scoring between 30% and 49% on the baseline assessment will score 65+% on the summative assessment
- 90% of the students scoring between 0 and 29% on the baseline assessment will score 55+% on the summative assessment

Score % of Students Achieving Targets

- 20 98-100
- 19 94-97
- 18 90-93 HE
- 17 89
- 16 88
- 15 87-86
- 14 85-84
- 13 83-82
- 12 81-80
- 11 79-78
- 10 77-76
- 9 75 E
- 8 74
- 7 73-72
- 6 71-70
- 5 69-68
- 4 67-66
- 3 65 D
- 2 64-60
- 1 56-59
- 0 0-55 I

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

- Score % of Students Achieving Targets
- 20 98-100
 - 19 94-97
 - 18 90-93 HE

Effective (9 - 17 points) Results meet District goals for similar students.	Score % of Students Achieving Targets 17 89 16 88 15 87-86 14 85-84 13 83-82 12 81-80 11 79-78 10 77-76 9 75 E
Developing (3 - 8 points) Results are below District goals for similar students.	Score % of Students Achieving Targets 8 74 7 73-72 6 71-70 5 69-68 4 67-66 3 65 D
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Score % of Students Achieving Targets 2 64-60 1 56-59 0 0-55 I

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	Ballston Spa Developed 9th Grade Global Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the fall benchmark assessment to the final benchmark assessment (or Regents exam as applicable) administered in the spring. The District has standard performance bands as noted below, and HEDI points will be allocated to a teacher based on how many students move up a level. The District has a goal that 90% of all students will meet or exceed the established growth targets.
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- 90% of the students scoring above 75% on the baseline assessment will score 85+% on the summative assessment
- 90% of the students scoring between 65% and 74% on the baseline assessment will score 80+% on the summative assessment
- 90% of the students scoring between 50% and 64% on the baseline assessment will score 75+% on the summative assessment
- 90% of the students scoring between 30% and 49% on the baseline assessment will score 65+% on the summative assessment
- 90% of the students scoring between 0 and 29% on the baseline assessment will score 55+% on the summative assessment

Score % of Students Achieving Targets

- 20 98-100
- 19 94-97
- 18 90-93 HE
- 17 89
- 16 88
- 15 87-86
- 14 85-84
- 13 83-82
- 12 81-80
- 11 79-78
- 10 77-76
- 9 75 E
- 8 74
- 7 73-72
- 6 71-70
- 5 69-68
- 4 67-66
- 3 65 D
- 2 64-60
- 1 56-59
- 0 0-55 I

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

- Score % of Students Achieving Targets
- 20 98-100
- 19 94-97
- 18 90-93 HE

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

- Score % of Students Achieving Targets
- 17 89
- 16 88
- 15 87-86
- 14 85-84
- 13 83-82
- 12 81-80
- 11 79-78
- 10 77-76
- 9 75 E

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

- Score % of Students Achieving Targets
- 8 74
- 7 73-72
- 6 71-70
- 5 69-68

4 67-66

3 65 D

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

Score % of Students Achieving Targets

2 64-60

1 56-59

0 0-55 I

2.7) High School Science Regents Courses

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

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

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

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

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.

The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the fall benchmark assessment to the final benchmark assessment (or Regents exam as applicable) administered in the spring. The District has standard performance bands as noted below, and HEDI points will be allocated to a teacher based on how many students move up a level. The District has a goal that 90% of all students will meet or exceed the established growth targets.

- 90% of the students scoring above 75% on the baseline assessment will score 85+% on the summative assessment

- 90% of the students scoring between 65% and 74% on the baseline assessment will score 80+% on the summative assessment

- 90% of the students scoring between 50% and 64% on the baseline assessment will score 75+% on the summative assessment

- 90% of the students scoring between 30% and 49% on the baseline assessment will score 65+% on the summative assessment

-90% of the students scoring between 0 and 29% on the baseline assessment will score 55+% on the summative assessment

Score % of Students Achieving Targets

20 98-100

19 94-97

18 90-93 HE

17 89
 16 88
 15 87-86
 14 85-84
 13 83-82
 12 81-80
 11 79-78
 10 77-76
 9 75 E

8 74
 7 73-72
 6 71-70
 5 69-68
 4 67-66
 3 65 D

2 64-60
 1 56-59
 0 0-55 I

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Score % of Students Achieving Targets 20 98-100 19 94-97 18 90-93 HE
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Effective (9 - 17 points) Results meet District goals for similar students.	Score % of Students Achieving Targets 17 89 16 88 15 87-86 14 85-84 13 83-82 12 81-80 11 79-78 10 77-76 9 75 E
---	---

Developing (3 - 8 points) Results are below District goals for similar students.	Score % of Students Achieving Targets 8 74 7 73-72 6 71-70 5 69-68 4 67-66 3 65 D
--	---

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Score % of Students Achieving Targets 2 64-60 1 56-59 0 0-55 I
--	---

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 I	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment

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

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

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.

The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the fall benchmark assessment to the final benchmark assessment (or Regents exam as applicable) administered in the spring.

Algebra- Common Core Algebra exam

Geometry- Common Core Geometry exam, or Regents exam- whichever score is higher until common core exam is required.

Algebra 2- Common Core Algebra 2 exam, or Regents exam- whichever score is higher until common core exam is required.

The District has standard performance bands as noted below, and HEDI points will be allocated to a teacher based on how many students move up a level. The District has a goal that 90% of all students will meet or exceed the established growth targets.

- 90% of the students scoring above 75% on the baseline assessment will score 85+% on the summative assessment
- 90% of the students scoring between 65% and 74% on the baseline assessment will score 80+% on the summative assessment
- 90% of the students scoring between 50% and 64% on the baseline assessment will score 75+% on the summative assessment
- 90% of the students scoring between 30% and 49% on the baseline assessment will score 65+% on the summative assessment
- 90% of the students scoring between 0 and 29% on the baseline assessment will score 55+% on the summative assessment

Score % of Students Achieving Targets

20 98-100

19 94-97

18 90-93 HE

17 89

16 88

15 87-86

14 85-84

13 83-82

12 81-80

11 79-78

10 77-76

9 75 E

8 74
 7 73-72
 6 71-70
 5 69-68
 4 67-66
 3 65 D

2 64-60
 1 56-59
 0 0-55 I

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Score % of Students Achieving Targets 20 98-100 19 94-97 18 90-93 HE
---	---

Effective (9 - 17 points) Results meet District goals for similar students.	Score % of Students Achieving Targets 17 89 16 88 15 87-86 14 85-84 13 83-82 12 81-80 11 79-78 10 77-76 9 75 E
---	---

Developing (3 - 8 points) Results are below District goals for similar students.	Score % of Students Achieving Targets 8 74 7 73-72 6 71-70 5 69-68 4 67-66 3 65 D
--	---

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Score % of Students Achieving Targets 2 64-60 1 56-59 0 0-55 I
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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	Ballston Spa Developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Ballston Spa Developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	ELA Comprehensive Regents Exam, Common Core Exam (higher of the 2 scores)

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

in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

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

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

The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the fall benchmark assessment to the final benchmark assessment (or Regents exam as applicable) administered in the spring. The District has standard performance bands as noted below, and HEDI points will be allocated to a teacher based on how many students move up a level. The District has a goal that 90% of all students will meet or exceed the established growth targets.

- 90% of the students scoring above 75% on the baseline assessment will score 85+% on the summative assessment
- 90% of the students scoring between 65% and 74% on the baseline assessment will score 80+% on the summative assessment
- 90% of the students scoring between 50% and 64% on the baseline assessment will score 75+% on the summative assessment
- 90% of the students scoring between 30% and 49% on the baseline assessment will score 65+% on the summative assessment
- 90% of the students scoring between 0 and 29% on the baseline assessment will score 55+% on the summative assessment

Score % of Students Achieving Targets

- 20 98-100
- 19 94-97
- 18 90-93 HE
- 17 89
- 16 88
- 15 87-86
- 14 85-84
- 13 83-82
- 12 81-80
- 11 79-78
- 10 77-76
- 9 75 E
- 8 74
- 7 73-72
- 6 71-70
- 5 69-68
- 4 67-66
- 3 65 D
- 2 64-60
- 1 56-59
- 0 0-55 I

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

- Score % of Students Achieving Targets
- 20 98-100
 - 19 94-97

Effective (9 - 17 points) Results meet District goals for similar students.	Score % of Students Achieving Targets 17 89 16 88 15 87-86 14 85-84 13 83-82 12 81-80 11 79-78 10 77-76 9 75 E
Developing (3 - 8 points) Results are below District goals for similar students.	Score % of Students Achieving Targets 8 74 7 73-72 6 71-70 5 69-68 4 67-66 3 65 D
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Score % of Students Achieving Targets 2 64-60 1 56-59 0 0-55 I

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

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

Course(s) or Subject(s)	Option	Assessment
see attached		

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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have demonstrated growth by comparing the fall benchmark assessment to the final benchmark assessment (or Regents exam as applicable) administered in the spring. The District has standard performance bands as noted below, and HEDI points will be allocated to a teacher based on how many students move up a level. The District has a goal that 90% of all students will meet or exceed the established growth targets. - 90% of the students scoring above 75% on the baseline assessment will score 85+% on the summative assessment
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- 90% of the students scoring between 65% and 74% on the baseline assessment will score 80+% on the summative assessment
- 90% of the students scoring between 50% and 64% on the baseline assessment will score 75+% on the summative assessment
- 90% of the students scoring between 30% and 49% on the baseline assessment will score 65+% on the summative assessment
- 90% of the students scoring between 0 and 29% on the baseline assessment will score 55+% on the summative assessment

Score % of Students Achieving Targets

- 20 98-100
- 19 94-97
- 18 90-93 HE
- 17 89
- 16 88
- 15 87-86
- 14 85-84
- 13 83-82
- 12 81-80
- 11 79-78
- 10 77-76
- 9 75 E
- 8 74
- 7 73-72
- 6 71-70
- 5 69-68
- 4 67-66
- 3 65 D
- 2 64-60
- 1 56-59
- 0 0-55 I

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

- Score % of Students Achieving Targets
- 20 98-100
 - 19 94-97
 - 18 90-93 HE

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

- Score % of Students Achieving Targets
- 17 89
 - 16 88
 - 15 87-86
 - 14 85-84
 - 13 83-82
 - 12 81-80
 - 11 79-78
 - 10 77-76
 - 9 75 E

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

- Score % of Students Achieving Targets
- 8 74
 - 7 73-72
 - 6 71-70
 - 5 69-68
 - 4 67-66
 - 3 65 D

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Score % of Students Achieving Targets
	2 64-60
	1 56-59
	0 0-55 I

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/12186/571050-avH4IQNZMh/All Other Courses GROWTH 08.06.14.pdf

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	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
2.14) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
2.14) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, November 07, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment

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

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

<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>Every student in a teacher’s class will be given the I-Ready Diagnostic Assessment in the fall. Student scores on the pre-test will be averaged to determine an average class score. Students will be given the I-Ready Diagnostic Assessment again in the spring and student scores will again be averaged to determine an average class score. The fall and spring average scores will be compared and every teacher is expected to show a minimum of 1 year’s growth based on the annual growth targets as determined by Curriculum Associates to reach minimum effectiveness. HEDI points will be allocated to a teacher based on the average growth of all students over the course of the year.</p>
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Score Average Student Growth (years)

15 1.6+
14 1.50-1.59 HE

13 1.40-1.49
12 1.35-1.39
11 1.3-1.34
10 1.2-1.29
9 1.1-1.19
8 1.0-1.09 E

7 0.90-0.99
6 0.80-0.89
5 0.75-0.79
4 0.70-0.74
3 0.65-0.69 D

2 0.60-0.64
1 0.56-.59
0 0- 0.55 I

HEDI conversion for 20 point scale:
Score Average Student growth (years)

20 1.7+
19 1.6-1.69
18 1.5-1.59 HE

17 1.4-1.49
16 1.35-1.39
15 1.30-1.34
14 1.25-1.29
13 1.20-1.24
12 1.15-1.19
11 1.10-1.14
10 1.05-1.09
9 1.0-1.04 E

8 .86-.99
7 .81-.85
6 .76-.80
5 .71-.75
4 .66-.70
3 .65 D

2 .64
1 .55-.63
0 < .55

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Score Average Student Growth (years)
15 1.6+
14 1.50-1.59 HE

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Score Average Student Growth (years)
13 1.40-1.49
12 1.35-1.39
11 1.3-1.34
10 1.2-1.29
9 1.1-1.19
8 1.0-1.09 E

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Score Average Student Growth (years)
	7 0.90-0.99
	6 0.80-0.89
	5 0.75-0.79
	4 0.70-0.74
3 0.65-0.69 D	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Score Average Student Growth (years)
	2 0.60-0.64
	1 0.56-.59
	0 0- 0.55 I

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment
8	4) State-approved 3rd party assessments	i-Ready Diagnostic 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.	Every student in a teacher’s class will be given the I-Ready Diagnostic Assessment in the fall. Student scores on the pre-test will be averaged to determine an average class score. Students will be given the I-Ready Diagnostic Assessment again in the spring and student scores will again be averaged to determine an average class score. The fall and spring average scores will be compared and every teacher is expected to show a minimum of 1 year’s growth based on the annual growth targets as determined by Curriculum Associates to reach minimum effectiveness. HEDI points will be allocated to a teacher based on the average growth of all students over the course of the year.
	Score Average Student Growth (years)
	15 1.6+
	14 1.50-1.59 HE
	13 1.40-1.49
	12 1.35-1.39
	11 1.3-1.34
	10 1.2-1.29
	9 1.1-1.19
	8 1.0-1.09 E
	7 0.90-0.99

6 0.80-0.89
 5 0.75-0.79
 4 0.70-0.74
 3 0.65-0.69 D

 2 0.60-0.64
 1 0.56-.59
 0 0- .55 I

HEDI conversion for 20 point scale:
 Score Average Student growth (years)
 20 1.7+
 19 1.6-1.69
 18 1.5-1.59 HE

17 1.4-1.49
 16 1.35-1.39
 15 1.30-1.34
 14 1.25-1.29
 13 1.20-1.24
 12 1.15-1.19
 11 1.10-1.14
 10 1.05-1.09
 9 1.0-1.04 E

8 .86-.99
 7 .81-.85
 6 .76-.80
 5 .71-.75
 4 .66-.70
 3 .65 D

2 .64
 1 .55-.63
 0 < .55

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Score Average Student Growth (years) 15 1.6+ 14 1.50-1.59 HE
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Score Average Student Growth (years) 13 1.40-1.49 12 1.35-1.39 11 1.3-1.34 10 1.2-1.29 9 1.1-1.19 8 1.0-1.09 E
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Score Average Student Growth (years) 7 0.90-0.99 6 0.80-0.89 5 0.75-0.79 4 0.70-0.74 3 0.65-0.69 D
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Score Average Student Growth (years) 2 0.60-0.64 1 0.56-.59 0 0- .55 I

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(i) School-wide measure based on State-provided measure	State provided student growth score that covers all students in the school that took the state assessment in ELA or Math in grades 4-8
1	6(i) School-wide measure based on State-provided measure	tate provided student growth score that covers all students in the school that took the state assessment in ELA or Math in grades 4-8
2	6(i) School-wide measure based on State-provided measure	tate provided student growth score that covers all students in the school that took the state assessment in ELA or Math in grades 4-8
3	6(i) School-wide measure based on State-provided measure	tate provided student growth score that covers all students in the school that took the state assessment in ELA or Math in grades 4-8

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.	HEDI categories are the same ranges as those assigned by the state. The state provided building score is applied to these preset ranges to determine the HEDI score. In the event NYSED provides a 25 point building score it will be converted to a 20 point scale as described in attachment 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20=20 19=19 18=18
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17=17 16=16 15=15 14=14 13=13 12=12 11=11 10=10 9=9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8=8 7=7 6=6 5=5 4=4 3=3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=2 1=1 0=0

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(i) School-wide measure based on State-provided measure	tate provided student growth score that covers all students in the school that took the state assessment in ELA or Math in grades 4-8
1	6(i) School-wide measure based on State-provided measure	tate provided student growth score that covers all students in the school that took the state assessment in ELA or Math in grades 4-8
2	6(i) School-wide measure based on State-provided measure	tate provided student growth score that covers all students in the school that took the state assessment in ELA or Math in grades 4-8
3	6(i) School-wide measure based on State-provided measure	tate provided student growth score that covers all students in the school that took the state assessment in ELA or Math in grades 4-8

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.	HEDI categories are the same ranges as those assigned by the state. The state provided building score is applied to these preset ranges to determine the HEDI score In the event NYSED provides a 25 point building score it will be converted to a 20 point scale as described in attachment 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20=20 19=19 18=18
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17=17 16=16 15=15 14=14 13=13 12=12 11=11 10=10 9=9
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8=8 7=7 6=6 5=5 4=4 3=3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=2 1=1 0=0

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(i) School-wide measure based on State-provided measure	Grades 6-8 State-provided school-wide growth score which includes grades 6,7 and 8 NYS assessments in ELA and Math
7	6(i) School-wide measure based on State-provided measure	Grades 6-8 State-provided school-wide growth score which includes grades 6,7 and 8 NYS assessments in ELA and Math
8	6(i) School-wide measure based on State-provided measure	Grades 6-8 State-provided school-wide growth score which includes grades 6,7 and 8 NYS assessments in ELA and Math

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.	HEDI categories are the same ranges as those assigned by the state. The building score is applied to these preset ranges to determine the HEDI score. In the event NYSED provides a 25 point building score it will be converted to a 20 point scale as described in attachment 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 = 20 19 = 19 18 = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 17 16 = 16 15 = 15 14 = 14 13 = 13 12 = 12 11 = 11 10 = 10 9 = 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = 8 7 = 7 6 = 6 5 = 5 4 = 4 3 = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = 2 1 = 1 0 = 0

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(i) School-wide measure based on State-provided measure	Grades 6-8 State-provided school-wide growth score which includes grades 6,7 and 8 NYS assessments in ELA and Math
7	6(i) School-wide measure based on State-provided measure	Grades 6-8 State-provided school-wide growth score which includes grades 6,7 and 8 NYS assessments in ELA and Math

8	6(i) School-wide measure based on State-provided measure	Grades 6-8 State-provided school-wide growth score which includes grades 6,7 and 8 NYS assessments in ELA and Math
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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.	HEDI categories are the same ranges as those assigned by the state. The building score is applied to these preset ranges to determine the HEDI score. In the event NYSED provides a 25 point building score it will be converted to a 20 point scale as described in attachment 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 = 20 19 = 19 18 = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 17 16 = 16 15 = 15 14 = 14 13 = 13 12 = 12 11 = 11 10 = 10 9 = 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = 8 7 = 7 6 = 6 5 = 5 4 = 4 3 = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = 2 1 = 1 0 = 0

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English Regents
Global 2	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English Regents
American History	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, Regents, English 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.	The assessments are combined (which may include any other measures as determined by SED) by NYSED to determine the building growth score . This score will then be multiplied by 1. The result is applied to the HEDI categories. In the event NYSED provides a 25 point building score it will be converted to a 20 point scale as described in attachment 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 = 20 19 = 19 18 = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 17 16 = 16 15 = 15 14 = 14 13 = 13 12 = 12 11 = 11 10 = 10 9 = 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = 8 7 = 7 6 = 6 5 = 5 4 = 4 3 = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = 2 1 = 1 0 = 0

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English Regents
Earth Science	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English Regents
Chemistry	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English Regents
Physics	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English 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.	The assessments are combined (which may include any other measures as determined by SED) by NYSED to determine the building growth score. This score will then be multiplied by 1. The result is applied to the HEDI categories. In the event NYSED provides a 25 point building score it will be converted to a 20 point scale as described in attachment 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 = 20 19 = 19 18 = 18
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 17 16 = 16 15 = 15 14 = 14 13 = 13 12 = 12 11 = 11 10 = 10 9 = 9
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = 8 7 = 7 6 = 6 5 = 5 4 = 4 3 = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = 2 1 = 1 0 = 0

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English Regents
Geometry	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English Regents
Algebra 2	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English Regents

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The assessments are combined (which may include any other measures as determined by NYSED) by NYSED to determine the building growth score . This score will then be multiplied by 1. The result is applied to the HEDI categories. In the event NYSED provides a 25 point building score it will be converted to a 20 point scale as described in attachment 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 = 20 19 = 19 18 = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 17 16 = 16 15 = 15 14 = 14 13 = 13 12 = 12 11 = 11 10 = 10 9 = 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = 8 7 = 7 6 = 6 5 = 5 4 = 4 3 = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = 2 1 = 1 0 = 0

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English Regents
Grade 10 ELA	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English Regents
Grade 11 ELA	6(i) School-wide measure based on State-provided measure	Algebra 1 Regents, English Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The assessments are combined (which may include any other measures as determined by NYSED) by NYSED to determine the building growth score . This score will then be multiplied by 1. The result is applied to the HEDI categories. In the event NYSED provides a 25 point building score it will be converted to a 20 point scale as described in attachment 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 = 20 19 = 19 18 = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 17 16 = 16 15 = 15 14 = 14 13 = 13 12 = 12 11 = 11 10 = 10 9 = 9
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = 8 7 = 7 6 = 6 5 = 5 4 = 4 3 = 3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 = 2 1 = 1 0 = 0

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

<http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
see attached		

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The assessments are combined (which may include any other measures as determined by NYSED) by NYSED to determine the building growth score . This score will then be multiplied by 1.
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In the event NYSED provides a 25 point building score it will be converted to a 20 point scale as described in attachment 3.13

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20 = 20
	19 = 19
	18 = 18
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 = 17
	16 = 16
	15 = 15
	14 = 14
	13 = 13
	12 = 12
	11 = 11
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	10 = 10
	9 = 9
	8 = 8
	7 = 7
	6 = 6
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	5 = 5
	4 = 4
	3 = 3
	2 = 2
	1 = 1
	0 = 0

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/12149/571051-Rp00l6pk1T/3.12 All Other Courses LOCAL.pdf

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/571051-y92vNseFa4/3.13 25 to 20 point conversion- AMENDED.pdf

3.14) Locally Developed Controls

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

(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 grades 4-5, when a teacher has 2 locally selected measures, the combined ELA and Math results for all students will be used to determine HEDI for the Local Subcomponent. Both assessments will be weighted equally, and an average of both classroom HEDI

scores (ELA and Math) will be used to determine a summative HEDI score on the 0-20 or 0-15 scale. For example, a fourth grade teacher scores a HEDI of 17 in ELA and a HEDI of 15 in Math, the teachers Local Subcomponent summative score will be a 16. This section is not applicable for teachers in grades K-3 and 6-12 as they only have 1 locally selected measure.

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, November 04, 2014

Page 1

4.1) Teacher Practice Rubric

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

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

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
Second Rubric, if applicable	(No response)

4.2) Points Within Other Measures

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

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	51
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	9

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The values listed in the conversion chart are the minimum necessary to achieve the corresponding HEDI point value.

See uploaded document "Process for Assigning Points and Determining 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/12179/571052-eka9yMJ855/Process for Assigning Points and Determining HEDI Ratings 08.06.14.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The overall performance and documented results exceeds the expectations of the NYS Teaching Standards. The Teacher has earned a rating of 59-60 points for achieving an average rubric score of 3.5-4.0 as measured across the Danielson Framework for Teaching domains.
Effective: Overall performance and results meet NYS Teaching Standards.	The overall performance and documented results meets the expectations of the NYS Teaching Standards. The Teacher has earned a rating of 57-58 points for achieving an average rubric score of 2.5-3.4 as measured across the Danielson Framework for Teaching domains.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The overall performance and documented results need improvement to meet the expectations of the NYS Teaching Standards. The Teacher has earned a rating of 50-56 points for achieving an average rubric score of 1.5-2.4 as measured across the Danielson Framework for Teaching domains.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Results are well below district adopted expectations The overall performance and documented results do not meet the expectations of the NYS Teaching Standards. The Teacher has earned a rating of 0-49 points for achieving an average rubric score of 1.0-1.4 .as measured across the Danielson Framework for Teaching domains.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	3
Informal/Short	0
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	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?

- Not Applicable

5. Composite Scoring (Teachers)

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Updated Thursday, August 07, 2014

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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.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, October 24, 2014

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

[assets/survey-uploads/5265/132545-Df0w3Xx5v6/TIP 10.19.12.pdf](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A tenured teacher who earns a composite rating of ineffective or developing may appeal his/her annual professional performance review and the school district's issuance and/or implementation of the improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan.

Scope of Performance Review Appeal

1. A tenured teacher who receives a composite rating of developing or ineffective may appeal his/her performance review.
2. Pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, a teacher may only challenge the following in an appeal: (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures.
3. Within 10 business days of the determination of an appeal, if new information related to the same evaluation causes the teacher to desire an additional appeal pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents challenging the (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, the same process will be used to request the second appeal (see filing an appeal). Within 3 days of the request, the Assistant Superintendent for Human Resources and Professional Development will reconvene the same appeals board who considered the original appeal, and that board will have the authority to decide if the additional appeal has merit for consideration, rendering a decision within two business days after reconvening.

Scope of Improvement Plan Appeal

1. A tenured teacher may appeal the school district's issuance of an Improvement Plan and/or implementation of the terms of such Improvement Plan.
2. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans or negotiated procedures.
3. Within 10 business days of the determination of an appeal, if new information related to the same improvement plan causes the teacher to desire an additional appeal pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, the same process will be used to request the second appeal (see filing an appeal). Within 3 days of the request, the Assistant Superintendent for Human Resources and Professional Development will reconvene the same appeals board who considered the original appeal, and that board will have the authority to decide if the additional appeal has merit for consideration, rendering a decision within two business days after reconvening.

Timeline for Filing an Appeal

1. Appeals concerning a teacher performance review must be filed no later than ten (10) business days of the date when the teacher receives his/her composite score and rating.
2. Appeals concerning the issuance of an improvement plan must be filed within ten (10) business days of the school district's alleged failure to comply with the requirements prescribed in applicable law and regulations for issuance of improvement plans either whole or in part.
3. Appeals not commenced within the timelines delineated in this section will be deemed waived and are not subject to review.

Filing an Appeal

1. A tenured teacher wishing to initiate an appeal must submit to the Assistant Superintendent for Human Resources and Professional Development with a copy to the BSTA President, in writing, a detailed description of disagreement over his/her performance review, or the issuance of the terms of the improvement plan.

Appeals Process

1. Appeals Panel: BSTA will establish an Appeals Panel, a group of members who will serve as the pool of members that the BSTA can draw from to assign to the District Appeals Board to hear the appeal. The names of the members of the Appeals Panel and the designation of the Chairperson will be submitted to the Assistant Superintendent for Human Resources and Professional Development prior to September 30 of each school year.
2. Appeals Board: The Appeals Board will consist of four members; two members from the BSTA Appeals Panel and two members selected by the Assistant Superintendent for Human Resources and Professional Development. The Assistant Superintendent for Human Resources and Professional Development, the administrator who evaluated the teacher and the teacher filing the appeal are not eligible to serve on the Appeals Board.
3. The Assistant Superintendent for Human Resources and Professional Development, within two business days of receiving the appeal, will contact the Chair of the BSTA Appeals Panel notifying him/her that an appeal was received and request the names of two members of the panel to serve on the Board to hear the appeal. Within two business days of notification, the names of who will serve on the Board will be submitted to the Assistant Superintendent for Human Resources and Professional Development.
4. Within ten business days of notification of BSTA panel members, the Assistant Superintendent for Human Resources and Professional Development will convene the Appeals Board.
5. The Appeals Board will meet to review the appeal as submitted to the Assistant Superintendent for Human Resources and

Professional Development. The Board will meet outside of the regular school day. At the first meeting, the Board will select a chair.

6. The teacher bears the burden of proving the merits of the appeal.
7. The Board must reach a determination of affirming or denying the appeal. Within five business days of convening of the Board, the Chair will inform the Assistant Superintendent for Human Resources and Professional Development of the determination of the appeal. The Assistant Superintendent for Human Resources and Professional Development may grant additional time with evidence of extenuating circumstances, ensuring that the resolution of any appeal is timely and expeditious in accordance with Education Law §3012-c.
8. Within two business days of receiving the determination from the Chair, the Assistant Superintendent for Human Resources and Professional Development will notify the teacher of the status of his/her appeal. If the appeal is denied, the rating or improvement plan will be maintained. If it is affirmed, the Assistant Superintendent for Human Resources and Professional Development will refer the affirmation back to the supervising administrator to meet with the teacher to reevaluate and modify the component(s) that was affirmed in the appeal.
9. The decision of the appeal board is final.

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

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

The District will work to ensure that lead evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. This training will consist of at least 5 hours of training annually. All training will be conducted by the Washington-Saratoga-Warren-Hamilton-Essex BOCES Network Team or any other entity that has expertise on the State's APPR law and regulation. The training will be on a schedule, as recommended by the same. The training will include the required elements listed in 30-2.9b of the Regents rules. The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators. The duration of any and all trainings will be consistent or surpass the requirements of the Network Teams trained by the State Education Department. All lead evaluators will be recertified yearly and all new lead evaluators will receive the full training as required by law.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Thursday, August 07, 2014

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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.

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

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

K-5
6-8
9-12

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score(s) 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	Checked

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

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

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

State assessments, required if one exists
 District, regional, or BOCES-developed assessments that are rigorous and comparable across classrooms
 List of State-approved 3rd party assessments

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

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		

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

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

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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

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

N/A

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://www.engageny.org/resource/student-learning-objectives-guidance-document .	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
7.6) Assurances -- Comparable Growth Measures Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

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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.

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	I Ready diagnostic assessment
6-8	(d) measures used by district for teacher evaluation	I Ready diagnostic assessment
9-12	(f) % of students with advanced Regents or honors	Advanced Regents diploma

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The following applies to principals of K-5 and 6-8 buildings. Average student growth in ELA and Math is measured by the I Ready diagnostic assessment for all students. The values listed in the 20 point scale are the minimum required to receive the corresponding HEDI point value.</p> <p>Score Average Student Growth (years)</p> <p>15 1.6+</p> <p>14 1.50-1.59 HE</p> <p>13 1.40-1.49</p> <p>12 1.35-1.39</p> <p>11 1.30-1.34</p> <p>10 1.20-1.29</p> <p>9 1.10-1.19</p> <p>8 1.00-1.09 E</p> <p>7 0.90-0.99</p>
--	---

6 0.80-0.89
 5 0.75-0.79
 4 0.70-0.74
 3 0.65-0.69 D

2 0.60-0.64
 1 0.56-.59
 0 0- .55 I

20 point scale:
 20 1.7+
 19 1.6-1.69
 18 1.5-1.59 HE

17 1.40-1.49
 16 1.35-1.39
 15 1.3-1.34
 14 1.25-1.29
 13 1.20-1.24
 12 1.15-1.19
 11 1.10-1.14
 10 1.05-1.09
 9 1.00-1.04 E

8 .86-.99
 7 .81-.85
 6 .76-.80
 5 .71-.75
 4 .66-.70
 3 .65 D

2 .64
 1 .55-.63
 0 <.55 I

SEE ATTACHED for High School Principal HEDI below

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student growth in ELA and Math as measured by the IReady diagnostic assessment is 1.5 years or greater
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student growth in ELA and Math as measured by the IReady diagnostic assessment is 1.0 to 1.49 years
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student growth in ELA and Math as measured by the IReady diagnostic assessment is .65 to .99 years
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Average student growth in ELA and Math as measured by the IReady diagnostic assessment is .64 years or less

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

assets/survey-uploads/12190/571056-8o9AH60arN/8 1 Local HS Principals AMENDED.pdf

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

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.

N/A

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Friday, October 24, 2014

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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.

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The score aggregates principals' ratings across all observed elements within the framework to result in a single score.

1. Ratings are determined for each element under each of the six domains in the Marshall Principal Evaluation Rubric. An average performance for each domain will be calculated, resulting in a score ranging from 1-4.
2. The average rating for each domain in the Marshall Principal Evaluation Rubric will be weighted equally to come up with an overall average score ranging from 1-4.
3. This score will be converted to 0-60 using the attached conversion chart which details the minimum scores possible to achieve the corresponding HEDI values.

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

assets/survey-uploads/12205/571057-pMADJ4gk6R/Process for Assigning Points and Determining HEDI Ratings Principals 08.06.14.pdf

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

Highly Effective: Overall performance and results exceed standards.	Overall performance exceeds the expectations of the ISLLC 2008 standards. The principal has earned a rating of 59-60 points for achieving a range of 3.5 to 4.0 as measured across the six domains of the Marshall Principal Evaluation Rubric.
Effective: Overall performance and results meet standards.	Overall performance meet the expectations of the ISLLC 2008 standards. The principal has earned a rating of 57-58 points for achieving a range of 2.5 to 3.4 as measured across the six domains of the Marshall Principal Evaluation Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance needs improvement to meet the expectations of the ISLLC 2008 standards. The principal has earned a rating of 50-56 points for achieving a range of 1.5 to 2.4 as measured across the six

domains of the Marshall Principal Evaluation Rubric.

Ineffective: Overall performance and results do not meet standards.

Overall performance does not meet the expectations of the ISLLC 2008 standards. The principal has earned a rating of 0-49 points for achieving a range of 1.0 to 1.4 as measured across the six domains of the Marshall Principal Evaluation Rubric.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	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 Tuesday, April 30, 2013

Updated Thursday, August 07, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

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

Overall
Composite Score

Highly Effective
22-25
14-15
Ranges determined locally--see above
91-100

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, October 24, 2014

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

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

[assets/survey-uploads/5276/132552-Df0w3Xx5v6/11.2 PIP.pdf](#)

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:

Right to Appeal

A tenured principal who earns a composite rating of ineffective or developing may appeal his/her annual professional performance review and the school district's issuance and/or implementation of the improvement plan in accordance with the procedures and conditions set forth in this section. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan.

Scope of Performance Review Appeal

1. A tenured principal who receives a composite rating of developing or ineffective may appeal his/her performance review.
2. Pursuant to Education Law §3012-c(5)(a) and §30-2.11 of the Rules of the Board of Regents, a principal may only challenge the following in an appeal: (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents; (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures.
3. A principal may not file multiple appeals regarding the same performance review.

Scope of Improvement Plan Appeal

1. A tenured principal may appeal the school district's issuance of an Improvement Plan and/or implementation of the terms of such Improvement Plan.
2. Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans or negotiated procedures.
3. A principal may not file multiple appeals regarding the same Improvement Plan.

Timeline for Filing an Appeal

1. Appeals concerning a principal performance review must be filed no later than ten (10) business days of the date when the principal receives his/her composite score and rating.
2. Appeals concerning the issuance of an improvement plan must be filed within ten (10) business days of the school district's alleged failure to comply with the requirements prescribed in applicable law and regulations for issuance of improvement plans either whole or in part.
3. Appeals not commenced within the timelines delineated in this section will be deemed waived and are not subject to review.

Filing an Appeal

1. A tenured principal wishing to initiate an appeal must submit to the Assistant Superintendent for Human Resources and Professional Development in writing, providing a detailed description of disagreement over his/her performance review, or the issuance of the terms of the improvement plan which includes the rationale for such appeal.

Appeals Process

1. Appeals Board: The Appeals Board will consist of two members; the Assistant Superintendent for Human Resources and Professional Development and a SAANYS representative chosen by the BSAC president.
2. The Appeals Board will meet in a timely and expeditious manner to review the appeal, requesting any information they deem necessary to make an informed decision.
3. The Board must reach a determination of affirming or denying the appeal within five business days and must communicate their decision to the Superintendent.
4. Within two days of the panel's decision, the Assistant Superintendent for Human Resources and Professional Development will notify the principal of the status of his/her appeal. If the appeal is denied, the rating or improvement plan will be maintained. If it is affirmed, the Assistant Superintendent for Human Resources and Professional Development will refer the affirmation back to the supervisor to meet with the principal to reevaluate and modify the component(s) that was affirmed in the appeal.
5. The decision of the appeal board is final.

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

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

The District will work to ensure that lead evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. This training will consist of at least 5 hours of training annually. All training will be conducted by the Washington-Saratoga-Warren-Hamilton-Essex BOCES Network Team or any other entity that has expertise on the State's APPR law and regulation. The training will be on a schedule, as recommended by the same. The training will include the required elements listed in 30-2.9b of the Regents rules. The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators. The duration of any and all trainings will be consistent or surpass the requirements of the Network Teams trained by the State Education Department. All lead evaluators will be recertified yearly and all new lead evaluators will receive the full training as required by law.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, November 20, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/571060-3Uqgn5g9Iu/Sign off.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.

Ballston Spa Central School District
Section 2.10: All Other Courses Growth

<u>Course(s) or Subject(s)</u>	<u>Option</u>	<u>Assessment</u>
10th Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 10th Grade PE Assessment
11th Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 11th Grade PE Assessment
12th Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 12th Grade PE Assessment
1st Grade Art	District, Regional or BOCES-developed	Ballston Spa Developed 1st Grade Art Assessment
1st Grade Music	District, Regional or BOCES-developed	Ballston Spa Developed 1st Grade Music Assessment
1st Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 1st Grade PE Assessment
2nd Grade Art	District, Regional or BOCES-developed	Ballston Spa Developed 2nd Grade Art Assessment
2nd Grade Music	District, Regional or BOCES-developed	Ballston Spa Developed 2nd Grade Music Assessment
2nd Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 2nd Grade PE Assessment
3rd Grade Art	District, Regional or BOCES-developed	Ballston Spa Developed 3rd Grade Art Assessment
3rd Grade Music	District, Regional or BOCES-developed	Ballston Spa Developed 3rd Grade Music Assessment
3rd Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 3rd Grade PE Assessment
4th Grade Art	District, Regional or BOCES-developed	Ballston Spa Developed 4th Grade Art Assessment
4th Grade Band	District, Regional or BOCES-developed	Ballston Spa Developed 4th Grade Band Assessment
4th Grade Music	District, Regional or BOCES-developed	Ballston Spa Developed 4th Grade Music Assessment
4th Grade Orchestra	District, Regional or BOCES-developed	Ballston Spa Developed 4th Grade Orchestra Assessment
4th Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 4th Grade PE Assessment
5th Grade Art	District, Regional or BOCES-developed	Ballston Spa Developed 5th Grade Art Assessment
5th Grade Music	District, Regional or BOCES-developed	Ballston Spa Developed 5th Grade Music Assessment
5th Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 5th Grade PE Assessment
6th Grade Art	District, Regional or BOCES-developed	Ballston Spa Developed 6th Grade Art Assessment
6th Grade Band	District, Regional or BOCES-developed	Ballston Spa Developed 6th Grade Band Assessment
6th Grade French	District, Regional or BOCES-developed	Ballston Spa Developed 6th Grade French Assessment
6th Grade General Music	District, Regional or BOCES-developed	Ballston Spa Developed 6th Grade General Music Assessment
6th Grade Health	District, Regional or BOCES-developed	Ballston Spa Developed 6th Grade Health Assessment
6th Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 6th Grade PE Assessment
6th Grade Spanish	District, Regional or BOCES-developed	Ballston Spa Developed 6th Grade Spanish Assessment
7th Grade Band	District, Regional or BOCES-developed	Ballston Spa Developed 7th Grade Band Assessment
7th Grade French	District, Regional or BOCES-developed	Ballston Spa Developed 7th Grade French Assessment
7th Grade General Music	District, Regional or BOCES-developed	Ballston Spa Developed 7th Grade General Music Assessment
7th Grade Health	District, Regional or BOCES-developed	Ballston Spa Developed 7th Grade Health Assessment
7th Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 7th Grade PE Assessment
7th Grade Spanish	District, Regional or BOCES-developed	Ballston Spa Developed 7th Grade Spanish Assessment
8th Grade Art	District, Regional or BOCES-developed	Ballston Spa Developed 8th Grade Art Assessment
8th Grade FACS	District, Regional or BOCES-developed	Ballston Spa Developed 8th Grade FACS Assessment
8th Grade French	District, Regional or BOCES-developed	Ballston Spa Developed 8th Grade French Assessment
8th Grade Health	District, Regional or BOCES-developed	Ballston Spa Developed 8th Grade Health Assessment
8th Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 8th Grade PE Assessment
8th Grade Spanish	District, Regional or BOCES-developed	Ballston Spa Developed 8th Grade Spanish Assessment
8th Grade Technology	District, Regional or BOCES-developed	Ballston Spa Developed 8th Grade Technology Assessment
9th Grade PE	District, Regional or BOCES-developed	WSWHE BOCES Developed 9th Grade PE Assessment
AP Biology	3rd Party Assessment	Ballston Spa Developed AP Biology Assessment
AP Calculus AB	3rd Party Assessment	Ballston Spa Developed AP Calculus AB Assessment
AP Physics	State Assessment	Physics Regents Exam
AP US Government and Economics	3rd Party Assessment	Ballston Spa Developed AP US Government and Economics Assessment
AP US History	State Assessment	US History Regents Exam
AP World History 2	State Assessment	Global Studies Regents Exam
Applied Geometry	District, Regional or BOCES-developed	Ballston Spa Developed Applied Geometry Assessment
Biology Honors	State Assessment	Living Environment Regents Exam
Chemistry Honors	State Assessment	Chemistry Regents Exam

Ballston Spa Central School District
 Section 2.10: All Other Courses Growth

CHS Pre-Calculus 11	District, Regional or BOCES-developed	Ballston Spa Developed CHS Pre-Calculus 11 Assessment
Construction Systems	District, Regional or BOCES-developed	Ballston Spa Developed Construction Systems Assessment
Economics 12	District, Regional or BOCES-developed	Ballston Spa Developed Economics 12 Assessment
Forensics	District, Regional or BOCES-developed	Ballston Spa Developed Forensics Assessment
Government	District, Regional or BOCES-developed	Ballston Spa Developed Government Assessment
Human Body Systems	District, Regional or BOCES-developed	Ballston Spa Developed Human Body Systems Assessment
Kindergarten Art	District, Regional or BOCES-developed	Ballston Spa Developed Kindergarten Art Assessment
Kindergarten Music	District, Regional or BOCES-developed	Ballston Spa Developed Kindergarten Music Assessment
Kindergarten PE	District, Regional or BOCES-developed	WSWHE BOCES Developed Kindergarten PE Assessment
Principles of Bio-Medical Sciences	District, Regional or BOCES-developed	Ballston Spa Developed Principles of Bio-Medical Sciences Assessment
Production Systems Wood	District, Regional or BOCES-developed	Ballston Spa Developed Production Systems Wood Assessment
Studio in Art	District, Regional or BOCES-developed	Ballston Spa Developed Studio in Art Assessment
UHS DDP	District, Regional or BOCES-developed	Ballston Spa Developed UHS DDP Assessment
UHS Digital Electronics	District, Regional or BOCES-developed	Ballston Spa Developed UHS Digital Electronics Assessment
UHS Drawing and Video Game Developn	District, Regional or BOCES-developed	Ballston Spa Developed UHS Drawing and Video Game Development Assessment
UHS Principles of Engineering	District, Regional or BOCES-developed	Ballston Spa Developed UHS Principles of Engineering Assessment
UHS Psychology	District, Regional or BOCES-developed	Ballston Spa Developed UHS Psychology Assessment
Wind Ensemble	District, Regional or BOCES-developed	Ballston Spa Developed Wind Ensemble Assessment

Ballston Spa Central School District
Section 3.12: All Other Courses Local

Government	School-wide measure based on state-provided measure	Algebra 1 Regents, English Regents
Human Body Systems	School-wide measure based on state-provided measure	Algebra 1 Regents, English Regents
Kindergarten Art	School-wide measure based on state-provided measure	State-provided school-wide growth score
Kindergarten Music	School-wide measure based on state-provided measure	State-provided school-wide growth score
Kindergarten PE	School-wide measure based on state-provided measure	State-provided school-wide growth score
Principles of Bio-Medical Sciences	School-wide measure based on state-provided measure	Algebra 1 Regents, English Regents
Production Systems Wood	School-wide measure based on state-provided measure	Algebra 1 Regents, English Regents
Studio in Art	School-wide measure based on state-provided measure	Algebra 1 Regents, English Regents
UHS DDP	School-wide measure based on state-provided measure	Algebra 1 Regents, English Regents
UHS Digital Electronics	School-wide measure based on state-provided measure	Algebra 1 Regents, English Regents
UHS Drawing and Video Game Developn	School-wide measure based on state-provided measure	Algebra 1 Regents, English Regents
UHS Principles of Engineering	School-wide measure based on state-provided measure	Algebra 1 Regents, English Regents
UHS Psychology	School-wide measure based on state-provided measure	Algebra 1 Regents, English Regents
Wind Ensemble	School-wide measure based on state-provided measure	Algebra 1 Regents, English Regents

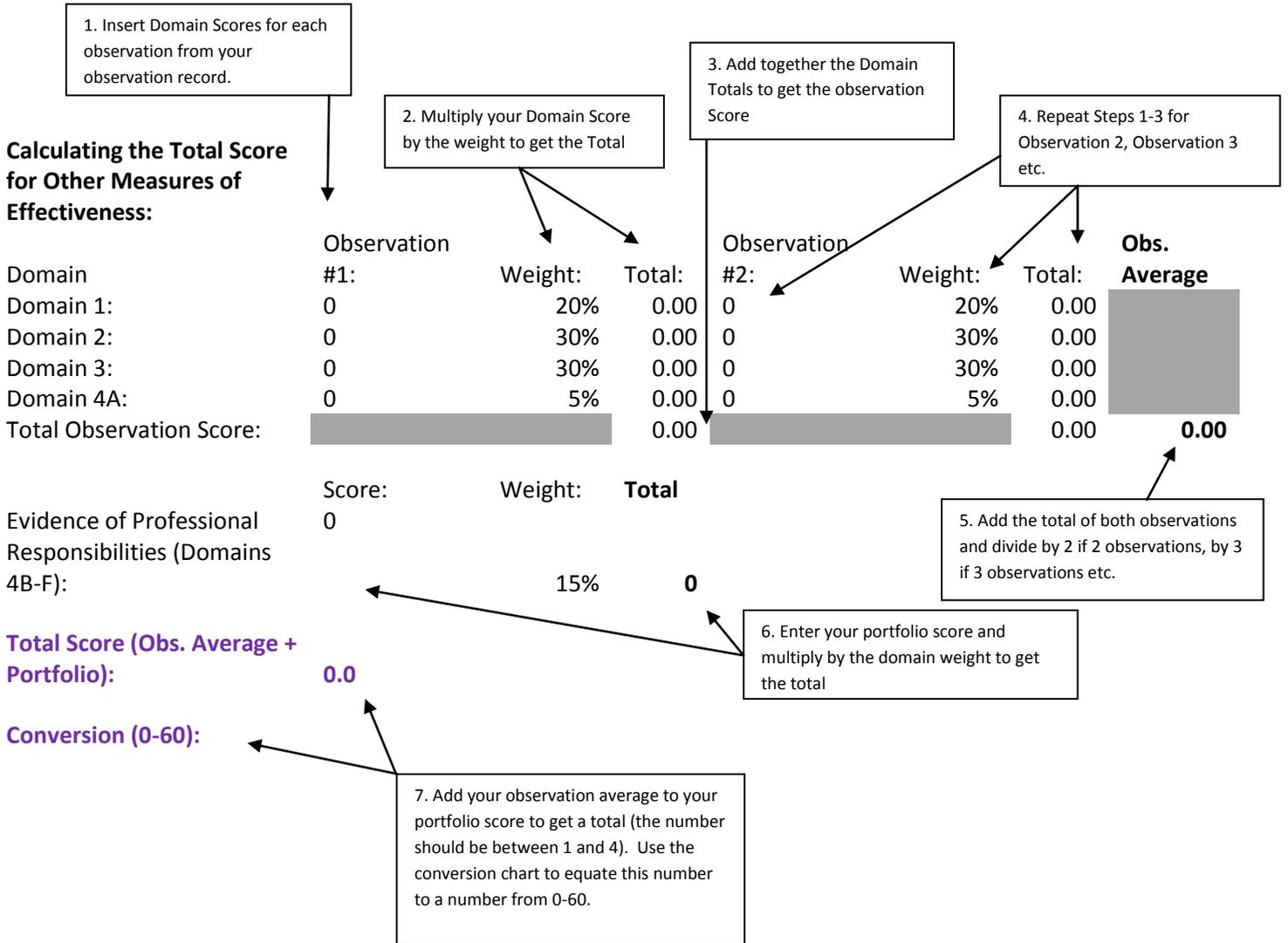
Ballston Spa Central School District 25 to 20 point conversion 3.13

For use for teachers in 3.4-3.12 IF a 25 point building score is provided by NYSED

25	20	
24	19	
23	18	
22	18	HE
21	17	
20	16	
19	15	
18	14	
17	14	
16	13	
15	12	
14	11	
13	10	
12	10	
11	9	
10	9	E
9	8	
8	7	
7	6	
6	6	
5	5	
4	4	
3	3	D
2	2	
1	1	
0	0	I

Appendix F: Calculating the Total Score for Other Measures of Effectiveness

Follow the process of steps 1-7:



Ballston Spa Central School District

0-60 Scoring Conversion for Teachers

Standard rounding rules will apply. Composite score will be a whole number

Rubric Score to Sub-Component Conversion Chart

-Your Total Other Measures of Effectiveness Score
(Observations and Portfolio; 1-4) = Your Total
Other Measures of Effectiveness Score (0-60)

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective (0-49)	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14

1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39

1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

Developing 50-56

1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2	54
2.1	54
2.2	55
2.3	56
2.4	56

Effective 57-58

2.5	57
2.6	57
2.7	57

2.8	58
2.9	58
3	58
3.1	58
3.2	58
3.3	58
3.4	58

Highly Effective (59-60)

3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60

Appendix G: Teacher Improvement Plan

Teacher Improvement Plan

This form must be completed electronically in StaffTrac by the administrator in consultation with the teacher who receives a summative evaluation composite score of Developing or Ineffective, or to support the professional growth of teachers when a need is evident. The teacher has the option of having a BSTA representative present during the development of the TIP. It must be in place no later than ten school days from the opening of classes. A copy must be sent to the Assistant Superintendent for Human Resources and Professional Development for placement in the teachers personnel file upon the initiation of the TIP.

Teacher: _____

School: _____

Year in which plan is based _____

Grade level/subject of base year _____

Year in which plan will be implemented _____

Grade level/subject of implementation year _____

Area(s) in need of improvement based on the subcomponent of your composite score:

Action plan:

(Differentiated activities to support the teacher's improvement)

Evidence:

(manner in which the improvement will be assessed)

Timeline for completion:

Schedule for periodic review of progress:

Teachers' comments:

Teachers signature _____

Date: _____

Administrator's comments:

Administrator's signature _____

Date: _____

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
9-12	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels <input type="radio"/> (c) results for swd and ELLs <input type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates <input checked="" type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives <input type="radio"/> (h) students' progress toward graduation 	Regents Diploma's with adv designation
	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels <input type="radio"/> (c) results for swd and ELLs <input type="radio"/> (d) measures used by district for teacher evaluation <input type="radio"/> (e) 4, 5, and/or 6-year high school grad and/or dropout rates <input type="radio"/> (f) % of students with advanced Regents or honors <input type="radio"/> (g) % achieving specific level on Regents or alternatives <input type="radio"/> (h) students' progress toward graduation 	
	<ul style="list-style-type: none"> <input type="radio"/> (a) achievement on State assessments <input type="radio"/> (b) results for students in specific performance levels 	

	<ul style="list-style-type: none"> ○ (c) results for swd and ELLs ○ (d) measures used by district for teacher evaluation ○ (e) 4, 5, and/or 6-year high school grad and/or dropout rates ○ (f) % of students with advanced Regents or honors ○ (g) % achieving specific level on Regents or alternatives ○ (h) students' progress toward graduation 	
--	---	--

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic online.	15	57+		20	57+		
	Highly Effective	14	56		19	56.5	
		13	55		17	55	
		12	54		16	54	
					15	53.5	
		11	53		14	53	
		10	52		13	52	
		9	51		12	51.5	
					11	51	
					10	50.5	
		Effective	8	50		9	50
			7	49		8	49
			6	48		7	48
			5	47		6	47
			4	46		5	46
						4	45.5
	Developing	3	45		3	45	
		2	44		2	44	
	Ineffective	1	43		1	43	
		0	0-42		0	0-42	

	The High School principal's local measure of achievement will be based on the percentage of all June graduates who earn a diploma with advanced designation
Highly Effective (14 - 15 points) or (18-20 points in 20 point scale) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56% or more students earn advanced designation diploma
Effective (8- 13 points) or (9-17 points in 20 point scale) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-55% of students earn advanced designation diploma
Developing (3 - 7 points) or (3-8 points in 20 point scale) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	45%-49% of students earn advanced designation diploma
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	44% or less of students earn advanced designation diploma

Ballston Spa Central School District

0-60 Scoring Conversion for Principals

Standard rounding rules will apply. Composite score will be a whole number

Rubric Score to Sub-Component Conversion Chart

Your Total Other Measures of Effectiveness Score (broad assessment of Principal Leadership and Management; 1-4) = Your Total Other Measures of Effectiveness Score (0-60)

Total Average Rubric Score	Category	Conversion score for composite
	Ineffective (0-49)	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14

1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39

1.325	40
1.333	41
1.342	42
1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

Developing 50-56

1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2	54
2.1	54
2.2	55
2.3	56
2.4	56

Effective 57-58

2.5	57
2.6	57
2.7	57

2.8	58
2.9	58
3	58
3.1	58
3.2	58
3.3	58
3.4	58

Highly Effective (59-60)

3.5	59
3.6	59
3.7	60
3.8	60
3.9	60
4	60

**Ballston Spa Central School District
Principal Improvement Plan**

Principal Improvement Plan (PIP) This form must be completed electronically in StaffTrac by the Superintendent in consultation with the principal who receives a summative evaluation composite score of Developing or Ineffective, or to support the professional growth of the principal when a need is evident. The principal has the option of having a BSAC representative present during the development of the PIP. It must be in place no later than ten school days from the opening of classes. A copy must be sent to the Assistant Superintendent for Human Resources and Professional Development for placement in the principals personnel file upon the initiation of the PIP.

Principal: _____

School: _____

Year in which plan is based _____

Year in which plan will be implemented _____

Area(s) in need of improvement based on the subcomponent of your composite score:

Action plan:

(Differentiated activities to support the administrator's improvement)

Evidence:

(manner in which the improvement will be assessed)

Timeline for completion:

Schedule for periodic review of progress:

Principal's comments:

Principal's signature _____ Date: _____

Superintendent's comments:

Superintendent's signature _____ Date: _____

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

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

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

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

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

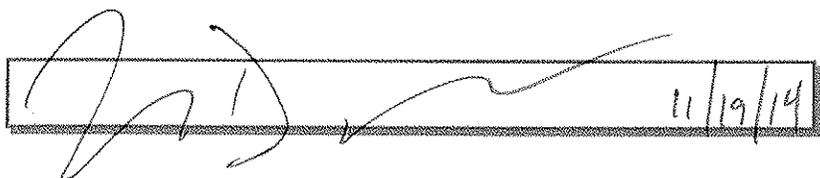
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

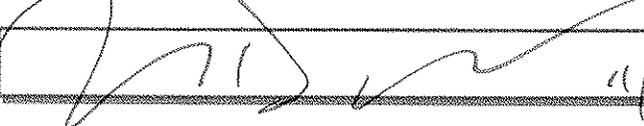
Superintendent / District Superintendent / Chancellor Signature: Date:

 11/19/14

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

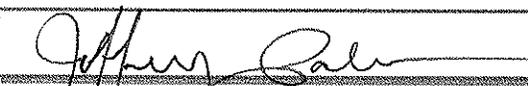
Superintendent Signature: Date:

 11/17/14

Teachers Union President Signature: Date:

 11/17/14

Administrative Union President Signature: Date: 11-17-14



Board of Education President Signature: Date:

 11/19/2014