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

Commissioner of Education
President of the University of the State of New York
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February 26, 2014

Revised

Joseph Rumsey, Superintendent
Bath Central School District
25 Ellas Avenue
Bath, NY 14810

Dear Superintendent Rumsey:

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: Dr. Horst Graefe

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 Wednesday, February 26, 2014

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

570302060000

1.2) School District Name:

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

Bath Central School District

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Wednesday, February 26, 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 in addition where there is no state-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See guidance for more detail on teachers with State-provided measures AND SLOs.)

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects, 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: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment 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.

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table on the uploaded chart for Sections 2, 3, 7, and 8. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

For Grades K-3 Math: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table on the uploaded chart for Sections 2, 3, 7, and 8. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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	Bath CSD-Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Bath CSD-Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

For Grades 6-8 Science: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table on the uploaded chart for Sections 2, 3, 7, and 8. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and

	APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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	Bath CSD-Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Bath CSD-Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Bath CSD-Developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table on the uploaded chart for Sections 2, 3, 7, and 8. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9 - 17 points) Results meet District goals for similar students.	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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	GST BOCES-Developed Global 1 Assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table on the uploaded chart for Sections 2, 3, 7, and 8. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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.	Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table on the uploaded chart for Sections 2, 3, 7, and 8. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, 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 2.11, below.	Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table on the uploaded chart for Sections 2, 3, 7, and 8. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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	GST BOCES-Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	GST BOCES-Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table on the uploaded chart for Sections 2, 3, 7, and 8. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
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Developing (3 - 8 points) Results are below District goals for similar students.	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts

	49-51%= 7 pts 52-53%= 8 pts
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	Primary Level Special Education Classrooms (K-2)	State-approved 3rd party assessment	AIMSWEB
	Primary Level Special Education Classrooms (3)	State Assessment	NYS Grade 3 ELA Assessment
	Primary Level Reading	School/BOCES-wide/group/team results based on State	NYS Grade 3 ELA Assessment
	Primary Level PE	District, Regional or BOCES-developed	Bath CSD-Develooped Primary PE Assessment
	Primary Level Art	District, Regional or BOCES-developed	GST BOCES-Developed Primary Art Assessment
	Primary Level Music	District, Regional or BOCES-developed	GST BOCES-Developed Primary Music Assessment
	Primary Level Library	State-approved 3rd party assessment	AIMSWEB
	Primary Level Computer	District, Regional or BOCES-developed	GST BOCES-Developed Primary Level Computer Assessment
	ACE English	District, Regional or BOCES-developed	Bath CSD-Developed ACE English Final Assessment
	Spanish I	District, Regional or BOCES-developed	Bath CSD-Developed Spanish I Final Assessment
	Spanish II	School/BOCES-wide/group/team results based on State	All Regents Assessments
	Spanish III	School/BOCES-wide/group/team results based on State	All Regents Assessments
	ACE Spanish I	School/BOCES-wide/group/team results based on State	All Regents Assessments
	ACE Spanish II	School/BOCES-wide/group/team results based on State	All Regents Assessments
	French I	School/BOCES-wide/group/team results based on State	All Regents Assessments
	French II	School/BOCES-wide/group/team results based on State	All Regents Assessments
	French 8	School/BOCES-wide/group/team results based on State	All Regents Assessments

ACE French	School/BOCES-wide/group/team results based on State	All Regents Assessments
Math III	District, Regional or BOCES-developed	Bath CSD-Developed Math III Final Assessment
Pre-Calculus	District, Regional or BOCES-developed	Bath CSD-Developed Pre-Calculus Final Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table on the uploaded chart for Sections 2, 3, 7, and 8. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9 - 17 points) Results meet District goals for similar students.	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
Developing (3 - 8 points) Results are below District goals for similar students.	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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

assets/survey-uploads/5364/175478-avH4IQNZMh/Form2_10_AllOtherCourses_8.doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/175478-TXEtxx9bQW/Tasks 2-3-7-8 Target Expectations_6.doc

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 local controls

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, February 26, 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	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math Assessments
5	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math Assessments
6	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math Assessments

7	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELAand Math Assessments
8	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	We will be using the State-Provided Growth score for all state assessments in ELA and Math within the school building as the HEDI score for these courses.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.

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	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math Assessments
5	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math Assessments
6	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math Assessments
7	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math Assessments
8	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	We will be using the State Provided Growth score for all state assessments in ELA and Math within the school building as the HEDI score for these courses.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/175740-rhJdBgDruP/Tasks 2-3-7-8 Target Expectations.doc

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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
K	5) District, regional, or BOCES–developed assessments	Bath CSD-Developed K Reading Spring Benchmark
1	5) District, regional, or BOCES–developed assessments	Bath CSD-Developed 1st Grade Reading Spring Benchmark
2	5) District, regional, or BOCES–developed assessments	Bath CSD-Developed 2nd Grade Reading Spring Benchmark
3	5) District, regional, or BOCES–developed assessments	Bath CSD-Developed 3rd Grade Reading Spring Benchmark

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.	Each principal will meet with the teachers he or she supervises to set the achievement goals utilizing baseline data. Rosters will be completed showing individual student baseline data and reflecting the achievement targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected achievement target. The principal will approve each completed goal. These achievement goals will read: "80% of the students will achieve... (appropriate achievement goals will be set in collaboration with the principal using baseline data)."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Bath CSD-Developed K Reading Spring Benchmark

1	5) District, regional, or BOCES–developed assessments	Bath CSD-Developed Grade 1 Reading Spring Benchmark
2	5) District, regional, or BOCES–developed assessments	Bath CSD-Developed Grade 2 Reading Spring Benchmark
3	5) District, regional, or BOCES–developed assessments	Bath CSD-Developed Grade 3 Reading Spring Benchmark

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.	Using the Bath CSD-Develped Reading Assessments, each principal will meet with the teachers he or she supervises to set the achievement goals utilizing baseline data. Rosters will be completed showing individual student baseline data and reflecting the achievement targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected achievement target. The principal will approve each completed goal. These achievement goals will read: “80% of the students will achieve... (appropriate achievement goals will be set in collaboration with the principal using baseline data).”
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	0-29% of students meet target

grade/subject.	0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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	NYS Grades 4-8 ELA and Math
7	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math
8	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 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.	We will be using the State-Provided Growth score for all state assessments in ELA and Math within the school building as the HEDI score for these courses.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.

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	NYS Grades 4-8 ELA and Math Assessments
7	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math Assessments
8	6(i) School-wide measure based on State-provided measure	NYS Grades 4-8 ELA and Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	We will be using the State-Provided Growth score for all state assessments in ELA and Math within the school building as the HEDI score for these courses.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	We will be using the State-Provided Growth score.

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(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district’s minimum growth expectation on all Regents Assessments
Global 2	6(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district’s minimum growth expectation on all Regents Assessments
American History	6(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district’s minimum growth expectation on all Regents Assessments

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.	This school-wide growth goal will be computed locally using the baseline student performance data from course-specific pre-tests given in all Regents courses. The goal will read: “80% of the students will meet the district’s baseline level of performance based upon the Target Expectations Table.”
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district’s minimum growth expectation on all Regents Assessments
Earth Science	6(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district’s minimum growth expectation on all Regents Assessments
Chemistry	6(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district’s minimum growth expectation on all Regents Assessments

Physics	6(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district's minimum growth expectation on all Regents Assessments

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.	This school-wide growth goal will be computed locally using the baseline student performance data from course-specific pre-tests given in all Regents courses. The goal will read: "80% of the students will meet the district's baseline level of performance based upon the Target Expectations Table."
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district's minimum growth expectation on all Regents Assessments
Geometry	6(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district's minimum growth expectation on all Regents Assessments
Algebra 2	6(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district's minimum growth expectation on all Regents Assessments

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.	This school-wide growth goal will be computed locally using the baseline student performance data from course-specific pre-tests given in all Regents courses. The goal will read: "80% of the students will meet the district's baseline level of performance based upon the Target Expectations Table."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district's minimum growth expectation on all Regents Assessments
Grade 10 ELA	6(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district's minimum growth expectation on all Regents Assessments
Grade 11 ELA	6(ii) School wide measure computed locally	School-wide results based upon the percentage of students meeting the district's minimum growth expectation on all Regents Assessments

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

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

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, 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.	This school-wide growth goal will be computed locally using the baseline student performance data from course-specific pre-tests given in all Regents courses. The goal will read: "80% of the students will meet the district's baseline level of performance based upon the Target Expectations Table."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts

	66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Primary Level Special Education ELA	4) State-approved 3rd party	AIMSWEB
	Primary Level Reading	4) State-approved 3rd party	AIMSWEB
	Primary Level PE	6(ii) School wide measure computed locally	AIMSWEB
	Primary Level Art	6(ii) School wide measure computed locally	AIMSWEB
	Primary Level Music	6(ii) School wide measure computed locally	AIMSWEB
	Design, Drawing, Production	5) District/regional/BOCES–developed	Bath CSD-Developed Design, Drawing, Production Final Assessment
	Primary Level Computers	6(ii) School wide measure computed locally	AIMSWEB
	Spanish III	5) District/regional/BOCES–developed	BOCES-Developed Spanish III Assessment
	Spanish II	5) District/regional/BOCES–developed	Bath CSD-Developed Spanish II Final
	French 8	5) District/regional/BOCES–developed	Bath CSD-Developed French 8 Assessment
	French I	5) District/regional/BOCES–developed	Bath CSD-Developed French I Assessment
	French II	5) District/regional/BOCES–developed	Bath CSD-Developed French II Assessment
	9-12 Concert Choir	5) District/regional/BOCES–developed	GST BOCES-Developed HS Choir Assessment

	4-8 Band	5) District/regional/BOCES–developed	GST BOCES-Developed Middle School Band Assessment
	9-12 Band	5) District/regional/BOCES–developed	GST BOCES-Developed High School Band Assessment
	Entrepreneurship	5) District/regional/BOCES–developed	Bath CSD-Developed Enterpreneurship Final
	Sports, Entertainment, Marketing	5) District/regional/BOCES–developed	Bath CSD-Developed Sports, Entertainment, Marketing Final
	Book-Keeping/Accounting	5) District/regional/BOCES–developed	Bath CSD-Developed Accounting Final
	Digital Photography/Graphics	5) District/regional/BOCES–developed	Bath CSD-Developed Digital Photography Final
	Carpentry/Production	5) District/regional/BOCES–developed	Bath CSD-Developed Capentry Final

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.	For these courses we will use the HEDI categories described below. Goals measuring achievement will read: “80% of the students will achieve... (appropriate achievement goals will be set in collaboration with the principal using baseline data)". Goals measuring growth will read: “80% of the students will meet the district’s baseline level of performance based upon the Target Expectations Table.”
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts

	49-51%= 7 pts 52-53%= 8 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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

assets/survey-uploads/5139/175740-Rp0Ol6pk1T/Form3_12_AllOtherCourses_6.doc

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/175740-y92vNseFa4/Tasks 2-3-7-8 Target Expectations_1.doc

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 local controls.

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.

The district evaluators will assess the results of each measure separately, arriving at a HEDI rating and point value using the appropriate chart. In the case of teachers that have multiple measures, each measure must be weighted proportionately based on the number of students included in locally selected measures. In the case of some teachers, many assessments are group goals that will be weighted proportionately based on the number of students assessed in each course/grade level included. The appropriate conversion chart will be used to award the final points.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances | Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

3.16) Assurances | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances | Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances | Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances | If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, February 26, 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.)

NYSUT Teacher Practice Rubric (2012 Edition)

Not Applicable

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]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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)

assets/survey-uploads/5091/175480-2UoxI2HPmn/Task 4.5 Rubric Score to Sub-Component Conversion Chart.docx

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.

All points will be determined using the 2012 NYSUT teacher practice rubric. The table from the NYSUT TED Workbook (pages 30-31) will be used to develop a raw score based on the rated evidence that has been observed and/or gathered during the observation process. This can include pre-observation meetings, formal and informal observations, and post-observation meetings. It is assumed that this process will include the review of lesson plans and other typical teacher documentation. Since the rubric is broken down into each of the NYS teaching standards, teachers will get a score for each applicable element within each standard, which will then be

averaged into a final raw score. This score will be translated into the 60 point scale using the attached conversion table titled "Rubric Score to Sub-Component Conversion Chart", which also delineates the associated ranges for the HEDI categories.

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

assets/survey-uploads/5091/175480-eka9yMJ855/Task 4.5 Rubric Score to Sub-Component Conversion Chart_3.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The overall performance and documented results exceeds the expectations of the NYS Teaching Standards. The teacher has earned a rating of 59 to 60 points for achieving an average rubric score of 3.4 to 4.0 as measured across the 7 Standards in the NYSUT rubrics.
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 to 58 points for achieving an average rubric score of 2.5 to 3.3 as measured across the 7 Standards in the NYSUT rubrics.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The overall performance and documented results needs improvement in order to meet the expectations of the NYS Teaching Standards. The teacher has earned a rating of 50 to 56 points for achieving an average rubric score of 1.5 to 2.4 as measured across the 7 Standards in the NYSUT rubrics.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The overall performance and documented results does not meet the expectations of the NYS Teaching Standards. The teacher has earned a rating of 0 to 49 points for achieving an average rubric score of 1 to 1.4 as measured across the 7 Standards in the NYSUT rubrics.

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	1

Informal/Short	1
Enter 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 probationary teachers be done in person, by video, or both?

- Both

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

- Both

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	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0

Informal/Short	0

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

- Both

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

- Both

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Wednesday, February 26, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

Results are well above District- or BOCES-adopted expectations for 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 Wednesday, February 26, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/175536-Df0w3Xx5v6/Task 6.2 Teacher Improvement Plan Form_2.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

Purpose of Appeal: The purpose of the internal appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. The following appeal process is designed to further this goal. The burden of proof shall be on the appellant to establish by the preponderance of the evidence that the rating given by the lead evaluator was not justified.

Who: All tenured and probationary employees who meet the appeal process criteria may use this process.

Why: Said appeal process shall be available to employees to appeal either a procedural error in the evaluation process or appeal a substantive portion of the evaluation.

What: Only employees who receive a "Developing" or "Ineffective" sub-component rating (other measures, state or comparable, or local) or composite score of their evaluation. Appeal procedures limit the scope of appeals under Education Law § 3012-c to the following subjects:

(1) the school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;

(2) the adherence to the Commissioner's regulations, as applicable to such reviews;

(3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

(4) the school district's or board of cooperative educational services' issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.

How:

1. Governing Body to Adjudicate the Appeal: The governing body shall be defined as the "Appeal Committee" (hereinafter "Committee"). The Committee make up shall be:

A. One tenured administrator shall be appointed to the Committee. The tenured administrator appointed shall not be the administrator who authored the evaluation. The tenured administrator appointed to the committee shall be chosen by the Superintendent or his/her designee.

B. Two certified teachers shall be appointed to the Committee by the President of the Haverling Teachers' Association or his/her designee.

C. The Committee shall reach their finding using the consensus model. If consensus is not reached, the Committee shall write up the opposing viewpoints and submit the opposing viewpoints to the evaluation authoring administrator, the employee, the Association President, and the Superintendent.

D. At this point a new committee made up of two (2) members (Superintendent and/or designee(s) other than authoring evaluator) and one (1) union appointee shall review the evaluation and position papers and by majority vote determine which of the opposing viewpoints shall be the outcome of the appeal.

2. Timeline:

A. The employee filing the appeal must forward the evaluation appeal within ten (10) school days of receipt of the evaluation. Said appeal must be submitted in writing to the Superintendent of Schools and the Association President using the Appeal form.

B. The Superintendent and Association President shall charge the Committee to hold a Conference within five (5) school days of receipt of the appeal. The conference is defined below. It will last no longer than one (1) day.

C. The Committee shall issue its findings to the Superintendent, Association President, the employee and the authoring administrator within five (5) school days of the conference.

D. The employee filing the appeal has five (5) school days from receiving the Committee findings to request that the appeal goes to the secondary level.

E. If the secondary level is utilized, this committee will be given five (5) school days to meet and render their decision by majority vote.

3. Conference:

A. The conference shall consist of two informal meetings wherein the authoring administrator and the employee are able to separately discuss the evaluation procedure and/or substantive content at issue with the Committee.

B. The Committee shall have the right to ask questions of the conference participants and any other relevant participants and have the right to collect any and all information necessary to make an informed decision.

4. Committee Findings:

A. The Committee is empowered to overturn a section of the evaluation. Said ability to overturn a section of the evaluation does not negate the fact that the evaluation was completed in a timely manner.

B. The Committee is empowered to overturn the entire evaluation if the evaluation was procedurally flawed.

C. The Committee is empowered to overturn a section or the entire evaluation and require a course of action so as to enhance the professional growth of the employee.

D. The Committee is empowered to affirm the evaluation and require a course of action so as to enhance the professional growth of the employee.

E. The Committee is empowered to affirm the evaluation.

F. The Committee is empowered to order the issuance and/or implementation of a Teacher Improvement Plan or extend the timeline of a Teacher Improvement Plan that was not given sufficient support.

The findings of the Committee must be submitted in writing to the teacher, the administrator, the Superintendent and President of the Haverling Teachers' Association.

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 ensure that all evaluators/lead evaluators are properly trained and certified to complete an individual's performance review. This includes all certified administrators who typically conduct evaluations of teachers and/or principals.

Each district evaluator and lead evaluator will be required to complete evaluation training compliant with the 3012-c Education Law and become certified prior to completing the final APPR at the end of the year. Each district evaluator and lead evaluator will continue to participate in GST BOCES refresher courses on maintaining inter-rater reliability annually. A copy verifying attendance at both initial trainings and refresher training(s) will be maintained on file in the district office. This training can be provided by the NYSUT Education Learning Trust which specializes in training using the NYSUT Rubric or other qualified individuals or entities.

The superintendent or designee will ensure proper documentation that the individual(s) have completed training and the district will maintain records of such. Upon receipt of such documentation, the superintendent or designee will recommend district evaluators for certification by the Board of Education who will annually certify lead evaluators upon the recommendation of the superintendent.

Evaluators must be certified administrators who are not members of the Haverling Teachers' Association bargaining unit.

All evaluators will be certified by our Board of Education prior to the completion of teacher evaluations, which will be completed by September 1, 2013, per Commissioner's Regulations. We will continue to recertify our evaluators annually.

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 Wednesday, February 26, 2014

Page 1

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

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

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

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

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

4-8
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.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Vernon E. Wightman Elementary (PK-3)	State assessment	NYS Grade 3 ELA and Math Assessments
	Vernon E. Wightman Elementary (PK-3)	State-approved 3rd party assessment	AIMSWEB

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.	The same process will be used for the primary school principal's APPR as for teachers' state or comparable growth measure, but beginning with the NYS 3rd Grade ELA and Math and then using grades K-3 student performance on the same AIMSweb measures as for teachers and combining the four grades. The superintendent and principal will meet to set the SLOs utilizing the Target Expectations Table. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The superintendent will approve each completed SLO. The process is described in detail on the attached document for Tasks 2, 3, 7, and 8.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	81%-100% of students meet target 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	54-80% of students meet target 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts 75-77% = 16 pts 78-80% = 17 pts
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-53% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-29% of students meet target 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

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.

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7.4) Special Considerations for Comparable Growth Measures

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

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

No local controls

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

8. Local Measures (Principals)

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Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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).

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 growoth 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
	4-8	(d) measures used by district for teacher evaluation	Bath CSD-Developed ELA Grades 6-8 Exams and Bath CSD-Developed Math Grades 6-8 Exams
	9-12	(h) students' progress toward graduation	All NYS Regents Examinations Taken By Students in Grades 9 and 10

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.	4-8 Grade Principal-- Student achievement targets will be set for SWDs by the principal, with approval from the Superintendent. HEDI points will be assigned based on the percentage of students that meet or exceed their achievement targets 9-12 Grade Principal-- Maintain the previous year's rate of 9th and 10th Grade Credit Accumulation, the percentage of students who pass 9th and 10th Regents required subjects and progress in passing the number of required Regents exams for graduation. The superintendent and APPR team have agreed with the set percentages meeting the target as identified on the uploaded chart Sections 2, 3, 7, and 8.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Performance is 1-3% Above the Target. See uploaded chart for Sections 2, 3, 7, and 8.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Performance is at the target to a range of 10% Below the Target. See uploaded chart for Sections 2, 3, 7, and 8.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Performance is 11-20% Below The Target. See uploaded chart for Sections 2, 3, 7, and 8.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Performance is 21% or More Below The Target. See uploaded chart for Sections 2, 3, 7, and 8.

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

(No response)

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

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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.

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

(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
PK-3	(a) achievement on State assessments	NYS Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The PK-3 principal will meet with the superintendent and set a goal representing the percentage of students that are expected to score at least a 3 on the NYS Grade 3 ELA Assessment. The superintendent and APPR team have agreed with the set percentages meeting the target as identified on the uploaded chart Sections 2, 3, 7, and 8.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Performance is 1-5 % Above the Target. See uploaded chart for Sections 2, 3, 7, and 8.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Performance is at the Target to a Range of 16% Below the Target. See uploaded chart for Sections 2, 3, 7, and 8.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Performance is 17-28% Below The Target. See uploaded chart for Sections 2, 3, 7, and 8.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Performance is 29% or More Below the Target. See uploaded chart for Sections 2, 3, 7, and 8.

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.

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8.3) 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 local controls.

8.4) Principals with More Than One Locally Selected Measure

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

One local goal per principal

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, February 26, 2014

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(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)
NYC School Survey-2012 Teacher 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 superintendent will rate each principal on each element in the 6 Domains.

Point values will be assigned as follows:

Ineffective 1 point
Developing 2 points
Effective 3 points
Highly effective 4 points

The average of these 31 elements will be converted to a HEDI rating and point value between 0-60 points. The process and conversion chart to be used can be found in the uploaded document titled "Task 9.7 Points for Other Measures of Effectiveness (Principals)."

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

assets/survey-uploads/5143/176146-pMADJ4gk6R/Task 9. 7 Other Measures Point System for Principals_5.docx

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

Highly Effective: Overall performance and results exceed standards.	Principals performing at this level exceeded district expectations of performance on the MPPR, earning 59-60 of the possible 60 points.
Effective: Overall performance and results meet standards.	Principals performing at this level met the district expectations of performance on the MPPR, earning 57-58 of the possible 60 points.
Developing: Overall performance and results need improvement in order to meet standards.	Principals performing at this level need improvement in order to meet district expectations of performance on the MPPR, earning 50-56 of the possible 60 points.
Ineffective: Overall performance and results do not meet standards.	Principals performing at this level did not meet district expectations of performance on the MPPR, earning 0-49 of the possible 60 points.

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 Wednesday, February 26, 2014

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Wednesday, February 26, 2014

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/176154-Df0w3Xx5v6/Task 11.2 Principal Improvement Plan.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of Annual Professional Performance Reviews should be limited to those that result in a composite rating of a principal as Ineffective or Developing only.

Prohibition Against More Than One Appeal:

A principal may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed will be deemed waived.

Burden of Proof:

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Timeframe for Filing an Appeal:

All appeals must be submitted in writing no later than 15 school days of the date when the principal receives his/her Annual Professional Performance Review and composite score. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within 15 school days of issuance of such a plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and shall be deemed abandoned.

When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his/her performance review or issuance and/or implementation of the terms of his/her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Decision Maker on Appeal:

A decision shall be rendered by the Bath CSD superintendent of schools within five (5) school days of receipt of the appeal or, when requested by the principal, another superintendent from the GST BOCES region within ten (10) school days from the receipt of the appeal by the Bath CSD. In such cases the Bath CSD superintendent and principal shall both agree upon the selection of what other GST BOCES superintendent to use for this purpose. If an agreement can not be reached, the GST BOCES district superintendent or his/her designee will be asked to hear and decide upon the appeal within ten (10) school days of the receipt of the appeal by the Bath CSD. The decision of the GST BOCES district superintendent or his/her designee shall be 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 ensure that all evaluators/lead evaluators are properly trained and certified to complete an individual's performance review. This includes all certified administrators who typically conduct evaluations of teachers and/or principals.

Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will be based upon the recommended NYSED model certification process including training all nine required components of the New York State Commissioner’s Regulations §30-2.9 as well as training with the MPPR rubric prior to completion of evaluations, which will be completed by September 1, 2013, per Commissioner's Regulations as well as inter-rater reliability.

The superintendent or designee will ensure proper documentation that the individual(s) have completed training and the district will maintain records of such. Upon receipt of such documentation, the superintendent or designee will recommend district evaluators for certification by the Board of Education.

Deeper ongoing understanding of the principal's evaluation system is provided through training infused in the regional Superintendent’s Council Meetings and our own administrative council meetings. This work will include continued efforts to maintain inter-rater reliability.

Our superintendent will be certified by our Board of Education prior to the completion of principal evaluations, which will be

completed by September 1, 2013, per Commissioner's Regulations. We will continue to recertify our our superintendent as the lead evaluator for the principals annually.

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 Wednesday, February 26, 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/12158/1048725-3Uqgn5g9Iu/District Certification Form APPR_1.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.

Bath CSD Form 2.10 All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	Environmental Science	○ State Assessment ○ State-approved 3rd party assessment ☒ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Bath CSD-Developed Environmental Science Final Assessment
	ACE Chemistry I	○ State Assessment ○ State-approved 3rd party assessment ☒ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Bath CSD-Developed ACE Chemistry I Final Assessment
	Social Studies 12	○ State Assessment ○ State-approved 3rd party assessment ☒ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Bath CSD-Developed Social Studies 12 Final Assessment
	ACE Government	○ State Assessment ○ State-approved 3rd party assessment ☒ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Bath CSD-Developed ACE Government Final Assessment

	Course(s) or Subject(s)	Option	Assessment
	ACE Economics	○ State Assessment ○ State-approved 3rd party assessment ☒ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Bath CSD-Developed ACE Economics Final Assessment
	9-12 Concert/Chamber Choir	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	All Regents Assessments
	9-12 Band	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	All Regents Assessments
	Entrepreneurship	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	All Regents Assessments
	Computer Applications/CFM	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed	All Regents Assessments

	Course(s) or Subject(s)	Option	Assessment
		☒ School/BOCES-wide/group/team results based on State	
	Book-Keeping/ Accounting	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	All Regents Assessments
	Sports and Entertainment Marketing	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	All Regents Assessments
	Digital Photography/ Graphics	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	All Regents Assessments
	Design, Drawing Production	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	All Regents Assessments
	Carpentry/ Production	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed	All Regents Assessments

	Course(s) or Subject(s)	Option	Assessment
		☒ School/BOCES-wide/group/team results based on State	
	9-12 Physical Education	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	All Regents Assessments
	Sports Medicine	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	All Regents Assessments
	Studio Art	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	All Regents Assessments
	Photography	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	All Regents Assessments
	Health 9-12	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed	All Regents Assessments

	Course(s) or Subject(s)	Option	Assessment
		☒ School/BOCES-wide/group/team results based on State	
	Secondary 12:1:1	○ State Assessment ○ State-approved 3rd party assessment ☒ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Bat CSD-Developed IEP Assessments
	4-8 Grade AIS	☒ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	NYS Grades 4-8 ELA and Math Assessments
	Social Studies 5	○ State Assessment ○ State-approved 3rd party assessment ☒ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Bath CSD-Developed Grade 5 Social Studies Assessment
	Science 5	○ State Assessment ○ State-approved 3rd party assessment ☒ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Bath CSD-Developed Grade 5 Science Assessment
	Art 4-8	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed	NYS Grades 4-8 ELA and Math Assessments

	Course(s) or Subject(s)	Option	Assessment
		☒ School/BOCES-wide/group/team results based on State	
	Band 4-8	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	NYS Grades 4-8 ELA and Math Assessments
	General Music 4-7	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	Grades 4-8 NYS ELA and Math Assessments
	Special Education 4-8	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	Grades 4-8 NYS ELA and Math Assessments
	Keyboarding 6	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	NYS Grades 4-8 ELA and Math Assessments
	Physical Education 4-8	○ State Assessment ○ State-approved 3rd party assessment	NYS Grades 4-8 ELA and Math Assessments

	Course(s) or Subject(s)	Option	Assessment
		○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	
	Health 6-7	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	NYS Grades 4-8 ELA and Math Assessments
	Family and Consumer Science 6-7	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	NYS Grades 4-8 ELA and Math Assessments
	Technology 7-8	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	NYS Grades 4-8 ELA and Math Assessments
	Spanish 8	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	NYS Grades 4-8 ELA and Math Assessments
	Chorus 7-8	○ State Assessment ○ State-approved 3rd party assessment	NYS Grades 4-8 ELA and Math Assessments

	Course(s) or Subject(s)	Option	Assessment
		○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	
	9-12 AIS	☒ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	All Regents Assessments
	Algebra IA	○ State Assessment ○ State-approved 3rd party assessment ☒ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Bath CSD-Developed Algebra IA Final Assessment
	Primary Computers	○ State Assessment ○ State-approved 3rd party assessment ○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	NYS Grade 3 ELA Assessment
	Grades 4-8 Life Skills	○ State Assessment ○ State-approved 3rd party assessment ☒ District, Regional or BOCES-developed ○ School/BOCES-wide/group/team results based on State	Bath CSD-Developed Grades 4-8 Life Skills IEP Assessments
		○ State Assessment ○ State-approved 3rd party assessment	

	Course(s) or Subject(s)	Option	Assessment
		○ District, Regional or BOCES-developed ☒ School/BOCES-wide/group/team results based on State	

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.	For grades 4-8 courses using school-wide results on NYS 4-8 ELA and Math Assessments, we will be using the State-Provided Growth score for all state assessments within the school building as the HEDI score for these courses. For all other courses in this section, each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table on the uploaded chart for Sections 2, 3, 7, and 8. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	**81%-100% of students meet target** 81-86% = 18 pts 87-94% = 19 pts 95-100%= 20 pts
Effective (9 - 17 points) Results meet District goals for similar students.	**54-80% of students meet target** 54-56% = 9 pts 57-59% = 10 pts 60-62% = 11 pts 63-65% = 12 pts 66-68% = 13 pts 69-71% = 14 pts 72-74% = 15 pts

	75-77% = 16 pts 78-80% = 17 pts
Developing (3 - 8 points) Results are below District goals for similar students.	**30-53% of students meet target** 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-48% = 6 pts 49-51%= 7 pts 52-53%= 8 pts
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	**0-29% of students meet target** 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

Bath Central School District SLO and Goal-Setting Determinations for Both Teachers and Principals

APPR Sections 2, 3, 7, and 8

Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table below. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.

Wherever possible, the SLOs and goals measuring achievement will read: "80% of the students will achieve... (appropriate achievement goals will be set in collaboration with the principal using baseline data)."

Wherever possible, the SLOs and goals measuring growth will read: "80% of the students will meet the district's baseline level of performance based upon the Target Expectations Table."

Bath Central School District's Target Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	End: 1st Quartile	End 2: 2nd Quartile	End 3: 3rd Quartile	End 4: 4th Quartile
Start 1: 1st Quartile	NO	YES	YES	YES
Start 2: 2nd Quartile	NO	NO	YES	YES
Start 3: 3rd Quartile	NO	NO	YES	YES
Start 4: 4th Quartile	NO	NO	YES	YES

(To determine the quartiles, take the raw score of the target assessment, and divide by 4 to establish the first quartile, second quartile, etc.). See example 1 for how to determine start/end points for assessments scored on four performance ranges that cannot be divided into quartiles. The starting and ending points will be listed on the SLO templates when using this growth format.

Examples of Various Starting/Ending Points for Growth SLOs that can be phrased around the 80% goal written above:

When assessments are scored as intensive, strategic, on-level, or beyond grade level scale:

Start/End 1= intensive
Start/End 2= strategic
Start/End 3= on-level
Start/End 4= beyond grade level

When assessments are both scored on a 100 point scale:

Start/End 1= 0-25 on a 100 point scale
Start/End 2= 26-50 on a 100 point scale
Start/End 3= 51-75 on a 100 point scale
Start/End 4= 76-100 on a 100 point scale

When beginning assessments are scored on a 100 point scale and the end of the year target assessment is scored on a 4 point scale:

Start 1= 0-25; End 1= 1
Start 2= 26-50; End 2= 2
Start 3= 51-84; End 3= 3
Start 4= 85-100; End 4= 4

When both assessments are scored on a 4 point scale:

Start/End 1= Level 1 on a 4 point scale
Start/End 2= Level 2 on a 4 point scale
Start/End 3= Level 3 on a 4 point scale
Start/End 4= Level 4 on a 4 point scale

After calculating the percentage of students meeting the goals as described above is determined, we will assign points per the charts below, depending upon whether the SLO is worth 15 or 20 points.

20 Point Goals and SLOs Where the Target is 80

Highly Effective 81-100% of students meet the target			**Effective 54-80% of students meet the target**								
20	19	18	17	16	15	14	13	12	11	10	9
95-100%	87-94%	81-86%	78-80%	75-77%	72-74%	69-71%	66-68%	63-65%	60-62%	57-59%	54-56%

Developing 30-53% of students meet target						**Ineffective 0-29% of student meet the target**		
8	7	6	5	4	3	2	1	0
52-53%	49-51%	46-48%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

15 Point Goals Where the Target is 80

Highly Effective 81-100% of students meet the target		Effective 54-80% of students meet the target					
15	14	13	12	11	10	9	8
90-100%	81-89%	77-80%	72-76%	67-71%	63-66%	59-62%	54-58%

Developing 30-53% of students meet target					Ineffective 0-29% of student meet the target		
7	6	5	4	3	2	1	0
49-53%	44-48%	39-43%	34-38%	30-33%	21-29%	11-20%	0-10%

In a few situations, we cannot phrase achievement goals or SLOs around the 80% phrasing given above. For example, in their local portion of the APPR, some of our special educators have goals to meet or exceed the Mean Growth Percentile (MGP) of the subgroup of students with disabilities. That cannot be phrased as an 80% goal, and thus it cannot use the point conversion charts above. Only in those cases, we will phrase SLOs or goals based on baseline data points that do not have a target of 80%. For these exceptions, we will use the following chart to assign points.

20 Point Goals and SLOs Where the Target is not 80

Highly Effective Performance is 1-5 % Above the Target			Effective Performance is at the Target to a Range of 16% Below the Target								
20	19	18	17	16	15	14	13	12	11	10	9
5% or more	3-4% Above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below	11-12% Below	13-14% Below	15-16% Below

Developing Performance is 17-28% Below The Target						Ineffective Performance is 29% or More Below the Target		
8	7	6	5	4	3	2	1	0
17-18% Below	19-20% Below	21-22% Below	23-24% Below	25-26% Below	27-28% Below	29-30% Below	31-32% Below	33% or more Below

15 Point Goals Where the Target is not 80

Highly Effective Performance is 1-3% Above the Target		Effective Performance is at the target to a range of 10% Below the Target					
15	14	13	12	11	10	9	8
3% or more above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below

Developing Performance is 11-20% Below The Target					Ineffective Performance is 21% or More Below The Target		
7	6	5	4	3	2	1	0
11-12% Below	13-14% Below	15-16% Below	18% Below	19-20% Below	21-22% Below	23-24% Below	25% or More Below

Bath Central School District
Conversions from State Provided Growth Scores

25 Point State Provided Growth Score Converted to a 15 Point Score

Per Commissioner Out of 25	State Provided Score	Score Out of 15	Per Commissioner Out of 15
Highly Effective 22-25	24-25	15	Highly Effective 14-15
	22-23	14	
Effective 10-21	20-21	13	Effective 8-13
	18-19	12	
	16-17	11	
	14-15	10	
	12-13	9	
	10-11	8	
Developing 3-9	8-9	7	Developing 3-7
	6-7	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2
	1	1	
	0	0	

25 Point State Provided Growth Score Converted to a 20 Point Score

Per Commissioner Out of 25	State Provided Score	Score Out of 20	Per Commissioner Out of 20
Highly Effective 22-25	24-25	20	Highly Effective 18-20
	23	19	
	22	18	
Effective 10-21	20-21	17	Effective 9-17
	18-19	16	
	16-17	15	
	15	14	
	14	13	
	13	12	
	12	11	
	11	10	
	10	9	
Developing 3-9	8-9	8	Developing 3-8
	7	7	
	6	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2

Bath Central School District SLO and Goal-Setting Determinations for Both Teachers and Principals

APPR Sections 2, 3, 7, and 8

Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table below. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.

Wherever possible, the SLOs and goals measuring achievement will read: "80% of the students will achieve... (appropriate achievement goals will be set in collaboration with the principal using baseline data)."

Wherever possible, the SLOs and goals measuring growth will read: "80% of the students will meet the district's baseline level of performance based upon the Target Expectations Table."

Bath Central School District's Target Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	End: 1st Quartile	End 2: 2nd Quartile	End 3: 3rd Quartile	End 4: 4th Quartile
Start 1: 1st Quartile	NO	YES	YES	YES
Start 2: 2nd Quartile	NO	NO	YES	YES
Start 3: 3rd Quartile	NO	NO	YES	YES
Start 4: 4th Quartile	NO	NO	YES	YES

(To determine the quartiles, take the raw score of the target assessment, and divide by 4 to establish the first quartile, second quartile, etc.). See example 1 for how to determine start/end points for assessments scored on four performance ranges that cannot be divided into quartiles. The starting and ending points will be listed on the SLO templates when using this growth format.

Examples of Various Starting/Ending Points for Growth SLOs that can be phrased around the 80% goal written above:

When assessments are scored as intensive, strategic, on-level, or beyond grade level scale:

Start/End 1= intensive
Start/End 2= strategic
Start/End 3= on-level
Start/End 4= beyond grade level

When assessments are both scored on a 100 point scale:

Start/End 1= 0-25 on a 100 point scale
Start/End 2= 26-50 on a 100 point scale
Start/End 3= 51-75 on a 100 point scale
Start/End 4= 76-100 on a 100 point scale

When beginning assessments are scored on a 100 point scale and the end of the year target assessment is scored on a 4 point scale:

Start 1= 0-25; End 1= 1
Start 2= 26-50; End 2= 2
Start 3= 51-84; End 3= 3
Start 4= 85-100; End 4= 4

When both assessments are scored on a 4 point scale:

Start/End 1= Level 1 on a 4 point scale
Start/End 2= Level 2 on a 4 point scale
Start/End 3= Level 3 on a 4 point scale
Start/End 4= Level 4 on a 4 point scale

After calculating the percentage of students meeting the goals as described above is determined, we will assign points per the charts below, depending upon whether the SLO is worth 15 or 20 points.

20 Point Goals and SLOs Where the Target is 80

Highly Effective 81-100% of students meet the target			**Effective 54-80% of students meet the target**								
20	19	18	17	16	15	14	13	12	11	10	9
95-100%	87-94%	81-86%	78-80%	75-77%	72-74%	69-71%	66-68%	63-65%	60-62%	57-59%	54-56%

Developing 30-53% of students meet target						**Ineffective 0-29% of student meet the target**		
8	7	6	5	4	3	2	1	0
52-53%	49-51%	46-48%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

15 Point Goals and SLOs Where the Target is 80

Highly Effective 81-100% of students meet the target		Effective 54-80% of students meet the target					
15	14	13	12	11	10	9	8
90-100%	81-89%	77-80%	72-76%	67-71%	63-66%	59-62%	54-58%

Developing 30-53% of students meet target					Ineffective 0-29% of student meet the target		
7	6	5	4	3	2	1	0
49-53%	44-48%	39-43%	34-38%	30-33%	21-29%	11-20%	0-10%

In a few situations, we cannot phrase achievement goals or SLOs around the 80% phrasing given above. For example, in their local portion of the APPR, some of our special educators have goals to meet or exceed the Mean Growth Percentile (MGP) of the subgroup of students with disabilities. That cannot be phrased as an 80% goal, and thus it cannot use the point conversion charts above. Only in those cases, we will phrase SLOs or goals based on baseline data points that do not have a target of 80%. For these exceptions, we will use the following chart to assign points.

20 Point Goals and SLOs Where the Target is not 80

Highly Effective Performance is 1-5 % Above the Target			Effective Performance is at the Target to a Range of 16% Below the Target								
20	19	18	17	16	15	14	13	12	11	10	9
5% or more	3-4% Above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below	11-12% Below	13-14% Below	15-16% Below

Developing Performance is 17-28% Below The Target						Ineffective Performance is 29% or More Below the Target		
8	7	6	5	4	3	2	1	0
17-18% Below	19-20% Below	21-22% Below	23-24% Below	25-26% Below	27-28% Below	29-30% Below	31-32% Below	33% or more Below

15 Point Goals and SLOs Where the Target is not 80

Highly Effective Performance is 1-3% Above the Target		Effective Performance is at the target to a range of 10% Below the Target					
15	14	13	12	11	10	9	8
3% or more above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below

Developing Performance is 11-20% Below The Target					Ineffective Performance is 21% or More Below The Target		
7	6	5	4	3	2	1	0
11-12% Below	13-14% Below	15-16% Below	18% Below	19-20% Below	21-22% Below	23-24% Below	25% or More Below

Bath Central School District
Conversions from State Provided Growth Scores

25 Point State Provided Growth Score Converted to a 15 Point Score

Per Commissioner Out of 25	State Provided Score	Score Out of 15	Per Commissioner Out of 15
Highly Effective 22-25	24-25	15	Highly Effective 14-15
	22-23	14	
Effective 10-21	20-21	13	Effective 8-13
	18-19	12	
	16-17	11	
	14-15	10	
	12-13	9	
	10-11	8	
Developing 3-9	8-9	7	Developing 3-7
	6-7	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2
	1	1	
	0	0	

25 Point State Provided Growth Score Converted to a 20 Point Score

Per Commissioner Out of 25	State Provided Score	Score Out of 20	Per Commissioner Out of 20
Highly Effective 22-25	24-25	20	Highly Effective 18-20
	23	19	
	22	18	
Effective 10-21	20-21	17	Effective 9-17
	18-19	16	
	16-17	15	
	15	14	
	14	13	
	13	12	
	12	11	
	11	10	
	10	9	
Developing 3-9	8-9	8	Developing 3-8
	7	7	
	6	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2

Bath CSD Form 3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	9-12 Physical Education	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ☒ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Bath CSD-Developed Physical Education Fitness Assessment
	4-12 Art	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ☒ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally	Bath CSD-Developed Grade Specific Art Assessments

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
		○ 7) Student Learning Objectives	
	Photography	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ☒ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Bath CSD-Developed Photography Assessment
	Health 9-12	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ☒ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally	Bath CSD-Developed Health Assessment

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
		○ 7) Student Learning Objectives	
	9-12 Grade Special Education	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ☒ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	All Regents Assessments
	AIS 4-8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ☒ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	NYS Grades 4-8 Math and ELA Assessments

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Special Education 4-8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ☒ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	SWD Performance on NYS Grades 4-8 ELA and Math Assessments
	6th Grade Common Branch	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ☒ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally	NYS Grades 4-8 ELA and Math Scores

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
		○ 7) Student Learning Objectives	
	Keyboarding 6	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ☒ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Bath CSD-Developed Keyboarding Assessment
	Grades 4-8 Life Skills	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ☒ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	NYS Grades 4-8 ELA and Math Assessments

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Physical Education 4-8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ☒ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Bath CSD-Developed MS Physical Education Assessment
	Health 6	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ☒ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Bath CSD-Developed Health 6 Assessment

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Family and Consumer Science 7	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ☒ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Bath CSD-Developed Family and Consumer Science 7 Assessment
	Technology 8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ☒ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Bath CSD-Developed Technology 8 Assessment

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Spanish 8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ☒ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	Bath CSD Spanish 8 Assessment
	Chorus 7-8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ☒ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	GST BOCES Regionally-Developed MS Chorus Assessment

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Special Education 6-8	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ☒ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	SWD Performance on NYS Grades 6-8 ELA and Math Assessments
	9-12 AIS	○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ☒ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	All Regents Assessments
		○ 1) Change in % of student performance	

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
		level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ○ 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives	

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.	For grades 4-8 courses using school-wide results, we will be using the State-Provided Growth score for all state assessments within the school building as the HEDI score for these courses. For high school courses using school-wide results, the growth goal will be computed locally using the baseline student performance data from course-specific pre-tests given in all Regents courses. The goal will read: "80% of the students will meet the district's baseline level of performance based upon the Target Expectations Table." For all other courses, principals in collaboration with the teachers he or she supervises will establish an achievement target. Based on the percentage of students meeting or exceeding the achievement target, HEDI points will be assigned utilizing the Target Expectations Table on the uploaded chart for Sections 2, 3, 7, and 8. The Superintendent and APPR team have agreed that 80% of students will meet the expected target. The principal will approve each completed goal.
Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	**81-100% of students meet target** 81-89% = 14 pts 90-100% = 15 pts
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	**54-80% of students meet target** 54-58 %= 8 pts 59-62% = 9 pts 63-66% = 10 pts 67-71% = 11 pts 72-76% = 12 pts

	77-80% = 13 pts
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	**30-53% of students meet target** 30-33% = 3 pts 34-38% = 4 pts 39-43% = 5 pts 44-48% = 6 pts 49-53%= 7 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	**0-29% of students meet target** 0-10% = 0 pts 11-20% = 1pt 21-29% = 2 pts

Bath Central School District SLO and Goal-Setting Determinations for Both Teachers and Principals

APPR Sections 2, 3, 7, and 8

Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table below. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.

Wherever possible, the SLOs and goals measuring achievement will read: "80% of the students will achieve... (appropriate achievement goals will be set in collaboration with the principal using baseline data)."

Wherever possible, the SLOs and goals measuring growth will read: "80% of the students will meet the district's baseline level of performance based upon the Target Expectations Table."

Bath Central School District's Target Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	End: 1st Quartile	End 2: 2nd Quartile	End 3: 3rd Quartile	End 4: 4th Quartile
Start 1: 1st Quartile	NO	YES	YES	YES
Start 2: 2nd Quartile	NO	NO	YES	YES
Start 3: 3rd Quartile	NO	NO	YES	YES
Start 4: 4th Quartile	NO	NO	YES	YES

(To determine the quartiles, take the raw score of the target assessment, and divide by 4 to establish the first quartile, second quartile, etc.). See example 1 for how to determine start/end points for assessments scored on four performance ranges that cannot be divided into quartiles. The starting and ending points will be listed on the SLO templates when using this growth format.

Examples of Various Starting/Ending Points for Growth SLOs that can be phrased around the 80% goal written above:

When assessments are scored as intensive, strategic, on-level, or beyond grade level scale:

Start/End 1= intensive
Start/End 2= strategic
Start/End 3= on-level
Start/End 4= beyond grade level

When assessments are both scored on a 100 point scale:

Start/End 1= 0-25 on a 100 point scale
Start/End 2= 26-50 on a 100 point scale
Start/End 3= 51-75 on a 100 point scale
Start/End 4= 76-100 on a 100 point scale

When beginning assessments are scored on a 100 point scale and the end of the year target assessment is scored on a 4 point scale:

Start 1= 0-25; End 1= 1
Start 2= 26-50; End 2= 2
Start 3= 51-84; End 3= 3
Start 4= 85-100; End 4= 4

When both assessments are scored on a 4 point scale:

Start/End 1= Level 1 on a 4 point scale
Start/End 2= Level 2 on a 4 point scale
Start/End 3= Level 3 on a 4 point scale
Start/End 4= Level 4 on a 4 point scale

After calculating the percentage of students meeting the goals as described above is determined, we will assign points per the charts below, depending upon whether the SLO is worth 15 or 20 points.

20 Point Goals and SLOs Where the Target is 80

Highly Effective 81-100% of students meet the target			**Effective 54-80% of students meet the target**								
20	19	18	17	16	15	14	13	12	11	10	9
95-100%	87-94%	81-86%	78-80%	75-77%	72-74%	69-71%	66-68%	63-65%	60-62%	57-59%	54-56%

Developing 30-53% of students meet target						**Ineffective 0-29% of student meet the target**		
8	7	6	5	4	3	2	1	0
52-53%	49-51%	46-48%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

15 Point Goals Where the Target is 80

Highly Effective 81-100% of students meet the target		Effective 54-80% of students meet the target					
15	14	13	12	11	10	9	8
90-100%	81-89%	77-80%	72-76%	67-71%	63-66%	59-62%	54-58%

Developing 30-53% of students meet target					Ineffective 0-29% of student meet the target		
7	6	5	4	3	2	1	0
49-53%	44-48%	39-43%	34-38%	30-33%	21-29%	11-20%	0-10%

In a few situations, we cannot phrase achievement goals or SLOs around the 80% phrasing given above. For example, in their local portion of the APPR, some of our special educators have goals to meet or exceed the Mean Growth Percentile (MGP) of the subgroup of students with disabilities. That cannot be phrased as an 80% goal, and thus it cannot use the point conversion charts above. Only in those cases, we will phrase SLOs or goals based on baseline data points that do not have a target of 80%. For these exceptions, we will use the following chart to assign points.

20 Point Goals and SLOs Where the Target is not 80

Highly Effective Performance is 1-5 % Above the Target			Effective Performance is at the Target to a Range of 16% Below the Target								
20	19	18	17	16	15	14	13	12	11	10	9
5% or more	3-4% Above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below	11-12% Below	13-14% Below	15-16% Below

Developing Performance is 17-28% Below The Target						Ineffective Performance is 29% or More Below the Target		
8	7	6	5	4	3	2	1	0
17-18% Below	19-20% Below	21-22% Below	23-24% Below	25-26% Below	27-28% Below	29-30% Below	31-32% Below	33% or more Below

15 Point Goals Where the Target is not 80

Highly Effective Performance is 1-3% Above the Target		Effective Performance is at the target to a range of 10% Below the Target					
15	14	13	12	11	10	9	8
3% or more above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below

Developing Performance is 11-20% Below The Target					Ineffective Performance is 21% or More Below The Target		
7	6	5	4	3	2	1	0
11-12% Below	13-14% Below	15-16% Below	18% Below	19-20% Below	21-22% Below	23-24% Below	25% or More Below

Bath Central School District
Conversions from State Provided Growth Scores

25 Point State Provided Growth Score Converted to a 15 Point Score

Per Commissioner Out of 25	State Provided Score	Score Out of 15	Per Commissioner Out of 15
Highly Effective 22-25	24-25	15	Highly Effective 14-15
	22-23	14	
Effective 10-21	20-21	13	Effective 8-13
	18-19	12	
	16-17	11	
	14-15	10	
	12-13	9	
	10-11	8	
Developing 3-9	8-9	7	Developing 3-7
	6-7	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2
	1	1	
	0	0	

25 Point State Provided Growth Score Converted to a 20 Point Score

Per Commissioner Out of 25	State Provided Score	Score Out of 20	Per Commissioner Out of 20
Highly Effective 22-25	24-25	20	Highly Effective 18-20
	23	19	
	22	18	
Effective 10-21	20-21	17	Effective 9-17
	18-19	16	
	16-17	15	
	15	14	
	14	13	
	13	12	
	12	11	
	11	10	
	10	9	
Developing 3-9	8-9	8	Developing 3-8
	7	7	
	6	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2

Bath Central School District Task 4.5
Rubric Score to Sub-Component Conversion Chart (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
Highly Effective 59-60		
3.4		59
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60

Bath Central School District Task 4.5
Rubric Score to Sub-Component Conversion Chart (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
Highly Effective 59-60		
3.4		59
3.5		59
3.6		59
3.7		60
3.8		60
3.9		60
4		60

Bath Central School District

Teacher Improvement Plan (APPR Plan 6.2)

Faculty Member _____ School _____

Areas in need of improvement:

_____

_____

_____

Timeline for achieving improvement:

_____

_____

_____

Manner in which it will be assessed:

_____

_____

_____

Differentiated activities to support a teacher's improvement in those areas:

_____

_____

_____

Additional supports:

_____

_____

Faculty Signature _____ Date_____

Evaluator's Signature_____ Date_____

Bath Central School District SLO and Goal-Setting Determinations for Both Teachers and Principals

APPR Sections 2, 3, 7, and 8

Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table below. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.

Wherever possible, the SLOs and goals measuring achievement will read: "80% of the students will achieve... (appropriate achievement goals will be set in collaboration with the principal using baseline data)."

Wherever possible, the SLOs and goals measuring growth will read: "80% of the students will meet the district's baseline level of performance based upon the Target Expectations Table."

Bath Central School District's Target Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	End: 1st Quartile	End 2: 2nd Quartile	End 3: 3rd Quartile	End 4: 4th Quartile
Start 1: 1st Quartile	NO	YES	YES	YES
Start 2: 2nd Quartile	NO	NO	YES	YES
Start 3: 3rd Quartile	NO	NO	YES	YES
Start 4: 4th Quartile	NO	NO	YES	YES

(To determine the quartiles, take the raw score of the target assessment, and divide by 4 to establish the first quartile, second quartile, etc.). See example 1 for how to determine start/end points for assessments scored on four performance ranges that cannot be divided into quartiles. The starting and ending points will be listed on the SLO templates when using this growth format.

Examples of Various Starting/Ending Points for Growth SLOs that can be phrased around the 80% goal written above:

When assessments are scored as intensive, strategic, on-level, or beyond grade level scale:

Start/End 1= intensive
Start/End 2= strategic
Start/End 3= on-level
Start/End 4= beyond grade level

When assessments are both scored on a 100 point scale:

Start/End 1= 0-25 on a 100 point scale
Start/End 2= 26-50 on a 100 point scale
Start/End 3= 51-75 on a 100 point scale
Start/End 4= 76-100 on a 100 point scale

When beginning assessments are scored on a 100 point scale and the end of the year target assessment is scored on a 4 point scale:

Start 1= 0-25; End 1= 1
Start 2= 26-50; End 2= 2
Start 3= 51-84; End 3= 3
Start 4= 85-100; End 4= 4

When both assessments are scored on a 4 point scale:

Start/End 1= Level 1 on a 4 point scale
Start/End 2= Level 2 on a 4 point scale
Start/End 3= Level 3 on a 4 point scale
Start/End 4= Level 4 on a 4 point scale

After calculating the percentage of students meeting the goals as described above is determined, we will assign points per the charts below, depending upon whether the SLO is worth 15 or 20 points.

20 Point Goals and SLOs Where the Target is 80

Highly Effective 81-100% of students meet the target			**Effective 54-80% of students meet the target**								
20	19	18	17	16	15	14	13	12	11	10	9
95-100%	87-94%	81-86%	78-80%	75-77%	72-74%	69-71%	66-68%	63-65%	60-62%	57-59%	54-56%

Developing 30-53% of students meet target						**Ineffective 0-29% of student meet the target**		
8	7	6	5	4	3	2	1	0
52-53%	49-51%	46-48%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

15 Point Goals Where the Target is 80

Highly Effective 81-100% of students meet the target		Effective 54-80% of students meet the target					
15	14	13	12	11	10	9	8
90-100%	81-89%	77-80%	72-76%	67-71%	63-66%	59-62%	54-58%

Developing 30-53% of students meet target					Ineffective 0-29% of student meet the target		
7	6	5	4	3	2	1	0
49-53%	44-48%	39-43%	34-38%	30-33%	21-29%	11-20%	0-10%

In a few situations, we cannot phrase achievement goals or SLOs around the 80% phrasing given above. For example, in their local portion of the APPR, some of our special educators have goals to meet or exceed the Mean Growth Percentile (MGP) of the subgroup of students with disabilities. That cannot be phrased as an 80% goal, and thus it cannot use the point conversion charts above. Only in those cases, we will phrase SLOs or goals based on baseline data points that do not have a target of 80%. For these exceptions, we will use the following chart to assign points.

20 Point Goals and SLOs Where the Target is not 80

Highly Effective Performance is 1-5 % Above the Target			Effective Performance is at the Target to a Range of 16% Below the Target								
20	19	18	17	16	15	14	13	12	11	10	9
5% or more	3-4% Above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below	11-12% Below	13-14% Below	15-16% Below

Developing Performance is 17-28% Below The Target						Ineffective Performance is 29% or More Below the Target		
8	7	6	5	4	3	2	1	0
17-18% Below	19-20% Below	21-22% Below	23-24% Below	25-26% Below	27-28% Below	29-30% Below	31-32% Below	33% or more Below

15 Point Goals Where the Target is not 80

Highly Effective Performance is 1-3% Above the Target		Effective Performance is at the target to a range of 10% Below the Target					
15	14	13	12	11	10	9	8
3% or more above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below

Developing Performance is 11-20% Below The Target					Ineffective Performance is 21% or More Below The Target		
7	6	5	4	3	2	1	0
11-12% Below	13-14% Below	15-16% Below	18% Below	19-20% Below	21-22% Below	23-24% Below	25% or More Below

Bath Central School District
Conversions from State Provided Growth Scores

25 Point State Provided Growth Score Converted to a 15 Point Score

Per Commissioner Out of 25	State Provided Score	Score Out of 15	Per Commissioner Out of 15
Highly Effective 22-25	24-25	15	Highly Effective 14-15
	22-23	14	
Effective 10-21	20-21	13	Effective 8-13
	18-19	12	
	16-17	11	
	14-15	10	
	12-13	9	
	10-11	8	
Developing 3-9	8-9	7	Developing 3-7
	6-7	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2
	1	1	
	0	0	

25 Point State Provided Growth Score Converted to a 20 Point Score

Per Commissioner Out of 25	State Provided Score	Score Out of 20	Per Commissioner Out of 20
Highly Effective 22-25	24-25	20	Highly Effective 18-20
	23	19	
	22	18	
Effective 10-21	20-21	17	Effective 9-17
	18-19	16	
	16-17	15	
	15	14	
	14	13	
	13	12	
	12	11	
	11	10	
	10	9	
Developing 3-9	8-9	8	Developing 3-8
	7	7	
	6	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2

Bath Central School District SLO and Goal-Setting Determinations for Both Teachers and Principals

APPR Sections 2, 3, 7, and 8

Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table below. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.

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Start 1: 1st Quartile	NO	YES	YES	YES
Start 2: 2nd Quartile	NO	NO	YES	YES
Start 3: 3rd Quartile	NO	NO	YES	YES
Start 4: 4th Quartile	NO	NO	YES	YES

(To determine the quartiles, take the raw score of the target assessment, and divide by 4 to establish the first quartile, second quartile, etc.). See example 1 for how to determine start/end points for assessments scored on four performance ranges that cannot be divided into quartiles. The starting and ending points will be listed on the SLO templates when using this growth format.

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When assessments are both scored on a 100 point scale:

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Start/End 3= 51-75 on a 100 point scale
Start/End 4= 76-100 on a 100 point scale

When beginning assessments are scored on a 100 point scale and the end of the year target assessment is scored on a 4 point scale:

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Start 3= 51-84; End 3= 3
Start 4= 85-100; End 4= 4

When both assessments are scored on a 4 point scale:

Start/End 1= Level 1 on a 4 point scale
Start/End 2= Level 2 on a 4 point scale
Start/End 3= Level 3 on a 4 point scale
Start/End 4= Level 4 on a 4 point scale

After calculating the percentage of students meeting the goals as described above is determined, we will assign points per the charts below, depending upon whether the SLO is worth 15 or 20 points.

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Developing 30-53% of students meet target						**Ineffective 0-29% of student meet the target**		
8	7	6	5	4	3	2	1	0
52-53%	49-51%	46-48%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

15 Point Goals Where the Target is 80

Highly Effective 81-100% of students meet the target		Effective 54-80% of students meet the target					
15	14	13	12	11	10	9	8
90-100%	81-89%	77-80%	72-76%	67-71%	63-66%	59-62%	54-58%

Developing 30-53% of students meet target					Ineffective 0-29% of student meet the target		
7	6	5	4	3	2	1	0
49-53%	44-48%	39-43%	34-38%	30-33%	21-29%	11-20%	0-10%

In a few situations, we cannot phrase achievement goals or SLOs around the 80% phrasing given above. For example, in their local portion of the APPR, some of our special educators have goals to meet or exceed the Mean Growth Percentile (MGP) of the subgroup of students with disabilities. That cannot be phrased as an 80% goal, and thus it cannot use the point conversion charts above. Only in those cases, we will phrase SLOs or goals based on baseline data points that do not have a target of 80%. For these exceptions, we will use the following chart to assign points.

20 Point Goals and SLOs Where the Target is not 80

Highly Effective Performance is 1-5 % Above the Target			Effective Performance is at the Target to a Range of 16% Below the Target								
20	19	18	17	16	15	14	13	12	11	10	9
5% or more	3-4% Above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below	11-12% Below	13-14% Below	15-16% Below

Developing Performance is 17-28% Below The Target						Ineffective Performance is 29% or More Below the Target		
8	7	6	5	4	3	2	1	0
17-18% Below	19-20% Below	21-22% Below	23-24% Below	25-26% Below	27-28% Below	29-30% Below	31-32% Below	33% or more Below

15 Point Goals Where the Target is not 80

Highly Effective Performance is 1-3% Above the Target		Effective Performance is at the target to a range of 10% Below the Target					
15	14	13	12	11	10	9	8
3% or more above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below

Developing Performance is 11-20% Below The Target					Ineffective Performance is 21% or More Below The Target		
7	6	5	4	3	2	1	0
11-12% Below	13-14% Below	15-16% Below	18% Below	19-20% Below	21-22% Below	23-24% Below	25% or More Below

Bath Central School District
Conversions from State Provided Growth Scores

25 Point State Provided Growth Score Converted to a 15 Point Score

Per Commissioner Out of 25	State Provided Score	Score Out of 15	Per Commissioner Out of 15
Highly Effective 22-25	24-25	15	Highly Effective 14-15
	22-23	14	
Effective 10-21	20-21	13	Effective 8-13
	18-19	12	
	16-17	11	
	14-15	10	
	12-13	9	
	10-11	8	
Developing 3-9	8-9	7	Developing 3-7
	6-7	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2
	1	1	
	0	0	

25 Point State Provided Growth Score Converted to a 20 Point Score

Per Commissioner Out of 25	State Provided Score	Score Out of 20	Per Commissioner Out of 20
Highly Effective 22-25	24-25	20	Highly Effective 18-20
	23	19	
	22	18	
Effective 10-21	20-21	17	Effective 9-17
	18-19	16	
	16-17	15	
	15	14	
	14	13	
	13	12	
	12	11	
	11	10	
	10	9	
Developing 3-9	8-9	8	Developing 3-8
	7	7	
	6	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2

Bath Central School District SLO and Goal-Setting Determinations for Both Teachers and Principals

APPR Sections 2, 3, 7, and 8

Each principal will meet with the teachers he or she supervises to set the SLOs utilizing the Target Expectations Table below. Rosters will be completed showing individual student baseline data and reflecting the individual student targets. The Superintendent and APPR team have agreed that 80% of students will meet the expected growth. The principal will approve each completed SLO.

Wherever possible, the SLOs and goals measuring achievement will read: "80% of the students will achieve... (appropriate achievement goals will be set in collaboration with the principal using baseline data)."

Wherever possible, the SLOs and goals measuring growth will read: "80% of the students will meet the district's baseline level of performance based upon the Target Expectations Table."

Bath Central School District's Target Expectations of Student Growth from Baseline through Target Assessments				
Starting/Ending Performance	End: 1st Quartile	End 2: 2nd Quartile	End 3: 3rd Quartile	End 4: 4th Quartile
Start 1: 1st Quartile	NO	YES	YES	YES
Start 2: 2nd Quartile	NO	NO	YES	YES
Start 3: 3rd Quartile	NO	NO	YES	YES
Start 4: 4th Quartile	NO	NO	YES	YES

(To determine the quartiles, take the raw score of the target assessment, and divide by 4 to establish the first quartile, second quartile, etc.). See example 1 for how to determine start/end points for assessments scored on four performance ranges that cannot be divided into quartiles. The starting and ending points will be listed on the SLO templates when using this growth format.

Examples of Various Starting/Ending Points for Growth SLOs that can be phrased around the 80% goal written above:

When assessments are scored as intensive, strategic, on-level, or beyond grade level scale:

Start/End 1= intensive
Start/End 2= strategic
Start/End 3= on-level
Start/End 4= beyond grade level

When assessments are both scored on a 100 point scale:

Start/End 1= 0-25 on a 100 point scale
Start/End 2= 26-50 on a 100 point scale
Start/End 3= 51-75 on a 100 point scale
Start/End 4= 76-100 on a 100 point scale

When beginning assessments are scored on a 100 point scale and the end of the year target assessment is scored on a 4 point scale:

Start 1= 0-25; End 1= 1
Start 2= 26-50; End 2= 2
Start 3= 51-84; End 3= 3
Start 4= 85-100; End 4= 4

When both assessments are scored on a 4 point scale:

Start/End 1= Level 1 on a 4 point scale
Start/End 2= Level 2 on a 4 point scale
Start/End 3= Level 3 on a 4 point scale
Start/End 4= Level 4 on a 4 point scale

After calculating the percentage of students meeting the goals as described above is determined, we will assign points per the charts below, depending upon whether the SLO is worth 15 or 20 points.

20 Point Goals and SLOs Where the Target is 80

Highly Effective 81-100% of students meet the target			**Effective 54-80% of students meet the target**								
20	19	18	17	16	15	14	13	12	11	10	9
95-100%	87-94%	81-86%	78-80%	75-77%	72-74%	69-71%	66-68%	63-65%	60-62%	57-59%	54-56%

Developing 30-53% of students meet target						**Ineffective 0-29% of student meet the target**		
8	7	6	5	4	3	2	1	0
52-53%	49-51%	46-48%	41-45%	36-40%	30-35%	21-29%	11-20%	0-10%

15 Point Goals Where the Target is 80

Highly Effective 81-100% of students meet the target		Effective 54-80% of students meet the target					
15	14	13	12	11	10	9	8
90-100%	81-89%	77-80%	72-76%	67-71%	63-66%	59-62%	54-58%

Developing 30-53% of students meet target					Ineffective 0-29% of student meet the target		
7	6	5	4	3	2	1	0
49-53%	44-48%	39-43%	34-38%	30-33%	21-29%	11-20%	0-10%

In a few situations, we cannot phrase achievement goals or SLOs around the 80% phrasing given above. For example, in their local portion of the APPR, some of our special educators have goals to meet or exceed the Mean Growth Percentile (MGP) of the subgroup of students with disabilities. That cannot be phrased as an 80% goal, and thus it cannot use the point conversion charts above. Only in those cases, we will phrase SLOs or goals based on baseline data points that do not have a target of 80%. For these exceptions, we will use the following chart to assign points.

20 Point Goals and SLOs Where the Target is not 80

Highly Effective Performance is 1-5 % Above the Target			Effective Performance is at the Target to a Range of 16% Below the Target								
20	19	18	17	16	15	14	13	12	11	10	9
5% or more	3-4% Above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below	11-12% Below	13-14% Below	15-16% Below

Developing Performance is 17-28% Below The Target						Ineffective Performance is 29% or More Below the Target		
8	7	6	5	4	3	2	1	0
17-18% Below	19-20% Below	21-22% Below	23-24% Below	25-26% Below	27-28% Below	29-30% Below	31-32% Below	33% or more Below

15 Point Goals Where the Target is not 80

Highly Effective Performance is 1-3% Above the Target		Effective Performance is at the target to a range of 10% Below the Target					
15	14	13	12	11	10	9	8
3% or more above	1-2% Above	Target %	1-2% Below	3-4% Below	5-6% Below	7-8% Below	9-10% Below

Developing Performance is 11-20% Below The Target					Ineffective Performance is 21% or More Below The Target		
7	6	5	4	3	2	1	0
11-12% Below	13-14% Below	15-16% Below	18% Below	19-20% Below	21-22% Below	23-24% Below	25% or More Below

Bath Central School District
Conversions from State Provided Growth Scores

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	16-17	11	
	14-15	10	
	12-13	9	
	10-11	8	
Developing 3-9	8-9	7	Developing 3-7
	6-7	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2
	1	1	
	0	0	

25 Point State Provided Growth Score Converted to a 20 Point Score

Per Commissioner Out of 25	State Provided Score	Score Out of 20	Per Commissioner Out of 20
Highly Effective 22-25	24-25	20	Highly Effective 18-20
	23	19	
	22	18	
Effective 10-21	20-21	17	Effective 9-17
	18-19	16	
	16-17	15	
	15	14	
	14	13	
	13	12	
	12	11	
	11	10	
	10	9	
Developing 3-9	8-9	8	Developing 3-8
	7	7	
	6	6	
	5	5	
	4	4	
	3	3	
Ineffective 0-2	2	2	Ineffective 0-2

Bath CSD **Task 9.7**

Points for Other Measures of Effectiveness (Principals)

The superintendent will rate each principal on each element in the 6 Domains.

Point values will be assigned as follows:

Ineffective	1 point
Developing	2 points
Effective	3 points
Highly Effective	4 points

The average of these 31 elements will be converted to a HEDI rating and point value between 0-60 points. The process and conversion chart are below.

Principals' Conversion Chart from MPPR to HEDI Rating

Total points earned on the rubric will be divided by 31 (number of elements) to determine an average score.

The average will then be converted to a point value between 0-60 using the chart below:

Average Rubric Score	Conversion Score	Average Rubric Score	Conversion Score
4	60	2	53
3.9	60	1.9	53
3.8	60	1.8	52
3.7	60	1.7	51
3.6	60	1.6	51

3.5	59	1.5	50
3.4	59	1.4	49
3.3	58	1.3	37
3.2	58	1.2	25
3.1	58	1.1	12
3	58	1	0
2.9	58		
2.8	58		
2.7	57		
2.6	57		
2.5	57		
2.4	56		
2.3	56		
2.2	55		
2.1	54		

Average scores will fall in the HEDI rating as follows:

	Average Rubric Score	Converted to 60 Points
Highly Effective	3.4- 4.0	59-60
Effective	2.5 - 3.3	57-58
Developing	1.5 - 2.4	50-56
Ineffective	1 - 1.4	0-49

Bath Central School District

Principal Improvement Plan (APPR Plan 11.2)

Principal _____ School _____

Areas in need of improvement:

_____

_____

_____

Timeline for achieving improvement:

_____

_____

_____

Manner in which it will be assessed:

_____

_____

_____

Differentiated activities to support a teacher's improvement in those areas:

_____

_____

_____

Additional supports:

_____

_____

Principal's Signature _____ Date_____

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

Signatures, dates

Superintendent Signature: Date: 2/26/14

Teachers Union President Signature: Date: 2-26-2014

Administrative Union President Signature: Date: 2-24-14

Board of Education President Signature: Date: 2/24/2014