



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

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

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

January 14, 2013

Patrick McGrath, Superintendent
Burnt Hills-Ballston Lake Central School District
50 Cypress Drive
Glenville, NY 12302

Dear Superintendent McGrath:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Charles Dedrick

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, October 29, 2012

Updated Friday, January 04, 2013

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 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 : 520101060000

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

520101060000

1.2) School District Name: BURNT HILLS-BALLSTON LAKE CSD

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

BURNT HILLS-BALLSTON LAKE CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, October 30, 2012

Updated Friday, January 11, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	BH-BL CSD Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	BH-BL CSD Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	BH-BL CSD Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers not receiving a state growth score will create Student Learning Objectives (S.L.O.) based on New York
---	--

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

State Assessments or departmentally created tests where NYS Assessments are not available. SLO's are a locally developed goal that sets targets for students and then measures the percent of students who reach their target score. The district will follow the following process in accordance with NYSED guidelines:

1. Students complete a district-developed pretest.
2. Based on this result, a teacher and evaluator establish a target for each student. (If course ends in a State exam, the State exam must be the post-test.)
3. Students complete a post-test.
4. The percent of students meeting their target is calculated and translated to a 20-pt. score according to the scale below.
5. The number of SLOs is determined by NYSED guidelines.
6. If more than one SLO is written, the scores are pro-rated based on enrollment in the courses used to generate the SLOs.

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

20 points = 100-97% meeting target
 19 points = 96-93% meeting target
 18 points = 92-90% meeting target

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

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

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

8 points = 70-74% meeting target
 7 points = 65-69% meeting target
 6 points = 60-64% meeting target
 5 points = 55-59% meeting target
 4 points = 51-54% meeting target
 3 points = 50% meeting target

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

2 points = 21-49% meeting target
 1 point = 1-20% meeting target
 0 points = 0% meeting target

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	BH-BL CSD Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	BH-BL CSD Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	BH-BL CSD Grade 2 Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers not receiving a state growth score will create Student Learning Objectives (S.L.O.) based on New York State Assessments or departmentally created tests where NYS Assessments are not available. SLO's are a locally developed goal that sets targets for students and then measures the percent of students who reach their target score. The district will follow the following process in accordance with NYSED guidelines:</p> <ol style="list-style-type: none"> 1. Students complete a district-developed pretest. 2. Based on this result, a teacher and evaluator establish a target for each student. (If course ends in a State exam, the State exam must be the post-test.) 3. Students complete a post-test. 4. The percent of students meeting their target is calculated and translated to a 20-pt. score according to the scale below. 5. The number of SLOs is determined by NYSED guidelines. 6. If more than one SLO is written, the scores are pro-rated based on enrollment in the courses used to generate the SLOs.
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>20 points = 100-97% meeting target 19 points = 96-93% meeting target 18 points = 92-90% meeting target</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>17 points = 88-89% meeting target 16 points = 86-87% meeting target 15 points = 84-85% meeting target 14 points = 82-83% meeting target 13 points = 80-81% meeting target 12 points = 78-79% meeting target 11 points = 77% meeting target 10 points = 76% meeting target 9 points = 75% meeting target</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>8 points = 70-74% meeting target 7 points = 65-69% meeting target 6 points = 60-64% meeting target 5 points = 55-59% meeting target 4 points = 51-54% meeting target 3 points = 50% meeting target</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>2 points = 21-49% meeting target 1 point = 1-20% meeting target 0 points = 0% meeting target</p>

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	BH-BL CSD Grade 6 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 student performance.

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

Teachers not receiving a state growth score will create Student Learning Objectives (S.L.O.) based on New York State Assessments or departmentally created tests where NYS Assessments are not available. SLO's are a locally developed goal that sets targets for students and then measures the percent of students who reach their target score. The district will follow the following process in accordance with NYSED guidelines:

1. Students complete a district-developed pretest.
2. Based on this result, a teacher and evaluator establish a target for each student. (If course ends in a State exam, the State exam must be the post-test.)
3. Students complete a post-test.
4. The percent of students meeting their target is calculated and translated to a 20-pt. score according to the scale below.
5. The number of SLOs is determined by NYSED guidelines.
6. If more than one SLO is written, the scores are pro-rated based on enrollment in the courses used to generate the SLOs.

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

20 points = 100-97% meeting target
 19 points = 96-93% meeting target
 18 points = 92-90% meeting target

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

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

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

8 points = 70-74% meeting target
 7 points = 65-69% meeting target
 6 points = 60-64% meeting target
 5 points = 55-59% meeting target
 4 points = 51-54% meeting target
 3 points = 50% meeting target

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

2 points = 21-49% meeting target
 1 point = 1-20% meeting target
 0 points = 0% meeting target

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	BH-BL CSD Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	BH-BL CSD Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	BH-BL CSD 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Teachers not receiving a state growth score will create Student Learning Objectives (S.L.O.) based on New York State Assessments or departmentally created tests where NYS Assessments are not available. SLO's are a locally developed goal that sets targets for students and then measures the percent of students who reach their target score. The district will follow the following process in accordance with NYSED guidelines:</p> <ol style="list-style-type: none"> 1. Students complete a district-developed pretest. 2. Based on this result, a teacher and evaluator establish a target for each student. (If course ends in a State exam, the State exam must be the post-test.) 3. Students complete a post-test. 4. The percent of students meeting their target is calculated and translated to a 20-pt. score according to the scale below. 5. The number of SLOs is determined by NYSED guidelines. 6. If more than one SLO is written, the scores are pro-rated based on enrollment in the courses used to generate the SLOs.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points = 100-97% meeting target 19 points = 96-93% meeting target 18 points = 92-90% meeting target
Effective (9 - 17 points) Results meet District goals for similar students.	17 points = 88-89% meeting target 16 points = 86-87% meeting target 15 points = 84-85% meeting target 14 points = 82-83% meeting target 13 points = 80-81% meeting target 12 points = 78-79% meeting target 11 points = 77% meeting target 10 points = 76% meeting target 9 points = 75% meeting target
Developing (3 - 8 points) Results are below District goals for similar students.	8 points = 70-74% meeting target 7 points = 65-69% meeting target 6 points = 60-64% meeting target 5 points = 55-59% meeting target 4 points = 51-54% meeting target 3 points = 50% meeting target

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

2 points = 21-49% meeting target
 1 point = 1-20% meeting target
 0 points = 0% meeting target

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	BH-BL CSD Grade 9 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 student performance.

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

Teachers not receiving a state growth score will create Student Learning Objectives (S.L.O.) based on New York State Assessments or departmentally created tests where NYS Assessments are not available. SLO's are a locally developed goal that sets targets for students and then measures the percent of students who reach their target score. The district will follow the following process in accordance with NYSED guidelines:

1. Students complete a district-developed pretest.
2. Based on this result, a teacher and evaluator establish a target for each student. (If course ends in a State exam, the State exam must be the post-test.)
3. Students complete a post-test.
4. The percent of students meeting their target is calculated and translated to a 20-pt. score according to the scale below.
5. The number of SLOs is determined by NYSED guidelines.
6. If more than one SLO is written, the scores are pro-rated based on enrollment in the courses used to generate the SLOs.

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

20 points = 100-97% meeting target
 19 points = 96-93% meeting target
 18 points = 92-90% meeting target

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

17 points = 88-89% meeting target
 16 points = 86-87% meeting target
 15 points = 84-85% meeting target

14 points = 82-83% meeting target
 13 points = 80-81% meeting target
 12 points = 78-79% meeting target
 11 points = 77% meeting target
 10 points = 76% meeting target
 9 points = 75% meeting target

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

8 points = 70-74% meeting target
 7 points = 65-69% meeting target
 6 points = 60-64% meeting target
 5 points = 55-59% meeting target
 4 points = 51-54% meeting target
 3 points = 50% meeting target

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

2 points = 21-49% meeting target
 1 point = 1-20% meeting target
 0 points = 0% meeting target

2.7) High School Science Regents Courses

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

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

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

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

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

Teachers not receiving a state growth score will create Student Learning Objectives (S.L.O.) based on New York State Assessments or departmentally created tests where NYS Assessments are not available. SLO's are a locally developed goal that sets targets for students and then measures the percent of students who reach their target score. The district will follow the following process in accordance with NYSED guidelines:

1. Students complete a district-developed pretest.
2. Based on this result, a teacher and evaluator establish a target for each student. (If course ends in a State exam, the State exam must be the post-test.)
3. Students complete a post-test.
4. The percent of students meeting their target is calculated and translated to a 20-pt. score according to the scale below.
5. The number of SLOs is determined by NYSED guidelines.
6. If more than one SLO is written, the scores are

	pro-rated based on enrollment in the courses used to generate the SLOs.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 points = 100-97% meeting target 19 points = 96-93% meeting target 18 points = 92-90% meeting target
Effective (9 - 17 points) Results meet District goals for similar students.	17 points = 88-89% meeting target 16 points = 86-87% meeting target 15 points = 84-85% meeting target 14 points = 82-83% meeting target 13 points = 80-81% meeting target 12 points = 78-79% meeting target 11 points = 77% meeting target 10 points = 76% meeting target 9 points = 75% meeting target
Developing (3 - 8 points) Results are below District goals for similar students.	8 points = 70-74% meeting target 7 points = 65-69% meeting target 6 points = 60-64% meeting target 5 points = 55-59% meeting target 4 points = 51-54% meeting target 3 points = 50% meeting target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 points = 21-49% meeting target 1 point = 1-20% meeting target 0 points = 0% meeting target

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers not receiving a state growth score will create Student Learning Objectives (S.L.O.) based on New York State Assessments or departmentally created tests where NYS Assessments are not available. SLO's are a locally developed goal that sets targets for students and then measures the percent of students who reach their target score. The district will follow the following process in accordance with NYSED guidelines: 1. Students complete a district-developed pretest. 2. Based on this result, a teacher and evaluator establish a target for each student. (If course ends in a State exam,
---	---

the State exam must be the post-test.)
 3. Students complete a post-test.
 4. The percent of students meeting their target is calculated and translated to a 20-pt. score according to the scale below.
 5. The number of SLOs is determined by NYSED guidelines.
 6. If more than one SLO is written, the scores are pro-rated based on enrollment in the courses used to generate the SLOs.

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

20 points = 100-97% meeting target
 19 points = 96-93% meeting target
 18 points = 92-90% meeting target

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

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

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

8 points = 70-74% meeting target
 7 points = 65-69% meeting target
 6 points = 60-64% meeting target
 5 points = 55-59% meeting target
 4 points = 51-54% meeting target
 3 points = 50% meeting target

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

2 points = 21-49% meeting target
 1 point = 1-20% meeting target
 0 points = 0% meeting target

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	BH-BL CSD Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	BH-BL CSD Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS ELA Regents Assessment

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

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

Teachers not receiving a state growth score will create Student Learning Objectives (S.L.O.) based on New York State Assessments or departmentally created tests where NYS Assessments are not available. SLO's are a locally developed goal that sets targets for students and then measures the percent of students who reach their target score. The district will follow the following process in accordance with NYSED guidelines:

1. Students complete a district-developed pretest.
2. Based on this result, a teacher and evaluator establish a target for each student. (If course ends in a State exam, the State exam must be the post-test.)
3. Students complete a post-test.
4. The percent of students meeting their target is calculated and translated to a 20-pt. score according to the scale below.
5. The number of SLOs is determined by NYSED guidelines.
6. If more than one SLO is written, the scores are pro-rated based on enrollment in the courses used to generate the SLOs.

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

20 points = 100-97% meeting target
 19 points = 96-93% meeting target
 18 points = 92-90% meeting target

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

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

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

8 points = 70-74% meeting target
 7 points = 65-69% meeting target
 6 points = 60-64% meeting target
 5 points = 55-59% meeting target
 4 points = 51-54% meeting target
 3 points = 50% meeting target

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

2 points = 21-49% meeting target
 1 point = 1-20% meeting target
 0 points = 0% meeting target

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other courses not mentioned above:	District, Regional or BOCES-developed	BH-BL CSD Grade and Subject Level Specific Assessments
ESL	State Assessment	NYSESLAT
SPED students taking NYSAA	State Assessment	NYSAA

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers not receiving a state growth score will create Student Learning Objectives (S.L.O.) based on New York State Assessments or departmentally created tests where NYS Assessments are not available. SLO's are a locally developed goal that sets targets for students and then measures the percent of students who reach their target score. The district will follow the following process in accordance with NYSED guidelines:</p> <ol style="list-style-type: none"> 1. Students complete a district-developed pretest. 2. Based on this result, a teacher and evaluator establish a target for each student. (If course ends in a State exam, the State exam must be the post-test.) 3. Students complete a post-test. 4. The percent of students meeting their target is calculated and translated to a 20-pt. score according to the scale below. 5. The number of SLOs is determined by NYSED guidelines. 6. If more than one SLO is written, the scores are pro-rated based on enrollment in the courses used to generate the SLOs.
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>20 points = 100-97% meeting indiv. growth target 19 points = 96-93% meeting indiv. growth target 18 points = 92-90% meeting indiv. growth target</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>17 points = 88-89% meeting target 16 points = 86-87% meeting indiv. growth target 15 points = 84-85% meeting indiv. growth target 14 points = 82-83% meeting indiv. growth target 13 points = 80-81% meeting indiv. growth target 12 points = 78-79% meeting indiv. growth target 11 points = 77% meeting indiv. growth target 10 points = 76% meeting indiv. growth target 9 points = 75% meeting indiv. growth target</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>8 points = 70-74% meeting target 7 points = 65-69% meeting indiv. growth target 6 points = 60-64% meeting indiv. growth target 5 points = 55-59% meeting indiv. growth target 4 points = 51-54% meeting indiv. growth target 3 points = 50% meeting indiv. growth target</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>2 points = 21-49% meeting indiv. growth target 1 point = 1-20% meeting indiv. growth target 0 points = 0% meeting indiv. growth target</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked

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

3. Local Measures (Teachers)

Created Wednesday, October 31, 2012

Updated Monday, January 14, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grade 3-5 ELA Math Assessments
5	6(ii) School wide measure computed locally	NYS Grade 3-5 ELA Math Assessments
6	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA, Science Math Assessments

7	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA, Science Math Assessments
8	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA, Science 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.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Grade 3-5 ELA Math Assessments
5	6(ii) School wide measure computed locally	NYS Grade 3-5 ELA Math Assessments
6	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA, Science Math Assessments
7	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA, Science Math Assessments
8	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA, Science 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.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION

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/5139/213144-rhJdBgDruP/CALCULATION OF LOCAL 20\(15\)- NYSED SUBMISSION.docx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grade 3-5 ELA Math Assessments
1	6(ii) School-wide measure computed locally	NYS Grade 3-5 ELA Math Assessments
2	6(ii) School-wide measure computed locally	NYS Grade 3-5 ELA Math Assessments
3	6(ii) School-wide measure computed locally	NYS Grade 3-5 ELA Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Grade 3-5 ELA Math Assessments
1	6(ii) School-wide measure computed locally	NYS Grade 3-5 ELA Math Assessments
2	6(ii) School-wide measure computed locally	NYS Grade 3-5 ELA Math Assessments
3	6(ii) School-wide measure computed locally	NYS Grade 3-5 ELA Math Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

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

See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

3.6) Grades 6-8 Science

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

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

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

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

See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

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

See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

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

See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

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

See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

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

See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

3.7) Grades 6-8 Social Studies

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

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

8	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA, Science 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.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	All NYS Regents Tests
Global 2	6(ii) School wide measure computed locally	All NYS Regents Tests
American History	6(ii) School wide measure computed locally	All NYS Regents Tests

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.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	All NYS Regents Tests
Earth Science	6(ii) School wide measure computed locally	All NYS Regents Tests
Chemistry	6(ii) School wide measure computed locally	All NYS Regents Tests
Physics	6(ii) School wide measure computed locally	All NYS Regents Tests

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.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	All NYS Regents Tests
Geometry	6(ii) School wide measure computed locally	All NYS Regents Tests
Algebra 2	6(ii) School wide measure computed locally	All NYS Regents Tests

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	All NYS Regents Tests
Grade 10 ELA	6(ii) School wide measure computed locally	All NYS Regents Tests
Grade 11 ELA	6(ii) School wide measure computed locally	All NYS Regents Tests

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other 6-8 Courses	6(ii) School wide measure computed locally	NYS Grade 6-8 ELA, Science Math Assessments
All Other 9-12 Courses	6(ii) School wide measure computed locally	All NYS Regents Tests
All other courses K-5	6(ii) School wide measure computed locally	NYS Grade 3-5 ELA Math

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.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See Attached document: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/213144-y92vNseFa4/CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_4.pdf

3.14) Locally Developed Controls

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

N/A

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 process for combining multiple locally selected measures is described in "Worksheet 2" of the attached document entitled: CALCULATION OF LOCAL 20(15)- NYSED SUBMISSION_1.pdf. The score is pro-rated based on the FTE (full-time equivalent) assigned to each level.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, November 01, 2012

Updated Monday, January 14, 2013

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.)

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

n/a

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The attached document combines several pages from our APPR Plan, the worksheets from our APPR Record Sheet, and our officially adopted 4.000 point to 10/30 point conversion table. This should clearly explain how we will use the Danielson 2011 Rubric and a portfolio to calculate the "60 Point- Other Measures of Effectiveness" HEDI Rating. Each individual component within the 4 Danielson Domains will be rated as follows: 4=Highly Effective, 3=Effective, 2=Developing and 1= Ineffective.

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	see attached document entitled: CALCULATION OF OTHER MEASURES 60-NYSED SUBMISSION_2.pdf
Effective: Overall performance and results meet NYS Teaching Standards.	see attached document entitled: CALCULATION OF OTHER MEASURES 60-NYSED SUBMISSION_2.pdf
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	see attached document entitled: CALCULATION OF OTHER MEASURES 60-NYSED SUBMISSION_2.pdf
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	see attached document entitled: CALCULATION OF OTHER MEASURES 60-NYSED SUBMISSION_2.pdf

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	55-58
Developing	48-54
Ineffective	0-47

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, November 01, 2012

Updated Tuesday, December 18, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	55-58
Developing	48-54
Ineffective	0-47

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, November 01, 2012

Updated Tuesday, December 18, 2012

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. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5265/214222-Df0w3Xx5v6/TIP \(Targeted Assistance Plan\) -NYSED SUBMISSION_1.pdf](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Burnt Hills-Ballston Lake Central School District APPR Appeals Process

This section describes the process by which a teacher can appeal the yearly APPR rating:

1. Only tenured teachers who receive a rating of "ineffective" and "developing" on their Annual Professional Performance Review ("APPR") may appeal their APPR through the procedure herein. Ratings of "effective" and "highly effective" may not be appealed. A

teacher may file only one appeal from a single APPR. Those eligible for an appeal shall simply be referred to as “teacher” below.

Probationary teachers may not file appeals through the procedure herein or any other procedure but may submit a written response, which shall be filed with the APPR.

“APPR” and “evaluation” are used interchangeably herein and refer to the final summary document presented to the teacher at the conclusion of the school year. (Disagreements with individual observations should be addressed as part of the post-observation process. This process includes conferences and written rebuttals. It is the responsibility of the individual teacher to keep records on these disagreements (including both substantive disagreements and procedural violations) for inclusion in the appeals process should an appeal of the final summary occur.)

“Business days” as used herein shall be defined as those days other than weekends and declared holidays, that the District’s Central Office is open.

2. Within three (3) business days of the receipt of a teacher’s APPR, the teacher may request in writing to meet with the evaluating administrator. This meeting shall occur within three (3) business days of the teacher’s request. The purpose of such meeting is for the teacher and evaluating administrator to discuss possible changes to the evaluation based upon information provided by the teacher. The evaluating administrator shall advise the teacher in writing whether there will be any change in the evaluation either at the meeting or within two (2) business days of the meeting.

3. A teacher has ten (10) business days from receipt of the APPR or, if applicable, five (5) business days from receipt of the evaluating administrator’s response in paragraph “2” above, to submit a written appeal to the Superintendent setting forth any and all objections to the APPR. An appeal of an APPR must be based only upon one or more of the following grounds:

a. the substance of the annual professional performance review;

b. the school district’s adherence to the standards and methodologies required for such reviews pursuant to Section 3012-c of the Education Law;

c. the school district’s adherence to the regulations of the commissioner and compliance with any applicable locally negotiated procedures; and,

d. the school district’s failure to issue and/or implement the terms of a Teacher Improvement Plan, where required under Education Law Section 3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim. The burden of establishing that the APPR should be modified shall rest with the teacher.

4. The Superintendent, or his or her designee, will inform the evaluating administrator and the BH-BL TA President that the teacher has initiated the appeals process. The Superintendent will provide a copy of the appeal and the evaluation to the evaluating administrator, BH-BL TA President, and Appeals Committee (“Committee”, see below) within three (3) business days of receipt of the appeal from the evaluated teacher.

The evaluating administrator may, at his/her option, provide a written response to the appeal within three (3) business days of receipt of the Superintendent’s notification that an appeal has been filed. If a response is submitted, it must be submitted to the Superintendent, appealing teacher, BH-BL TA President, and to the Appeals Committee for its consideration of the appeal.

5. Appeals shall be referred for consideration to an APPR Appeal Committee (“Committee”), a standing committee made up of two tenured administrators from within the District appointed by the Superintendent of Schools, and two tenured teachers from within the District appointed by the President of the BH-BL TA. Members shall be appointed for a term of three years and all members shall be required to complete the training required of lead evaluators under the APPR regulations. All APPR training expenses shall be paid by the District. Appointments and/or replacements to the Committee will be completed by the BH-BL TA and the District, no later than ten (10) school days after the start of the school year. Any Committee vacancies shall be filled under the above procedure. The Committee shall determine its own rules and operating procedures, which may be altered as the Committee may deem necessary to hear any appeal.

6. An individual teacher or administrator personally involved in an evaluation shall be ineligible to serve as a Committee member for that specific appeal. Should this occur, the appealing teacher shall have the option of:

a. having the appeal considered by one administrator and one teacher from the Committee; or,

b. having a substitute appointed to replace the ineligible Committee member for that specific appeal only. If necessary, a substitute administrator shall be appointed by the Superintendent. If necessary, a substitute teacher shall be appointed by the BH-BL TA President. Substitutes to the Committee shall be appointed within three (3) business days. Lead evaluator training shall not be required for any substitute(s) appointed.

7. The Committee will convene within ten (10) calendar days of receipt from the Superintendent of the written appeal. The teacher's written appeal, APPR, and evaluating administrator's response (if any) shall comprise the record on appeal. Members of the Committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

8. All Committee deliberations will be conducted privately and remain confidential except as is required below to further process an appeal.

a. The Committee will evaluate the merits of the appeal based on review of submitted written documentation.

b. If the Committee will vote on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing teacher, evaluating administrator, BH-BL TA president, and the Superintendent of Schools within two (2) calendar days of the meeting of the Committee.

c. If the Committee cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Committee. Each member of the Committee (individually or jointly with another member) may submit to the Superintendent within three (3) calendar days of the meeting of the Committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. Any Committee Member statements submitted shall not be disclosed to either the appealing teacher or evaluating administrator. The Superintendent of Schools will review all statements and the record on appeal and will make the final determination. The Superintendent's final determination shall be in writing and shall be issued within ten (10) business days of the Committee's notice that it could not reach a determination or, if applicable, within ten (10) calendar days of the Superintendent's receipt of any written Committee statements referenced above. Copies of the Superintendent's determination shall be provided to the appealing teacher, evaluating administrator and BH-BL TA president.

d. A copy of the APPR, the teacher's appeal, and the final written determination (Superintendent or Committee) shall be placed in the teacher's personnel file. A complete copy of the record on appeal, including any Committee Member statements, shall be separately maintained in a file in the Superintendent's office.

9. The determination (by either the Committee or Superintendent) shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained in whole or in part, the Committee or the Superintendent may modify a rating or, order the rating vacated solely for the purpose of not having the rating count for possible disciplinary action pursuant to the expedited hearing process of Education Law Section 3020-a. Notwithstanding the above, a composite score shall be reported for each teacher.

10. The determination of the appeal pursuant to the above process is final and binding. It is not subject to any further appeal pursuant to the contractual grievance procedure, or to any administrative or judicial tribunal. However, the failure of either the District or the BH-BL TA to abide by the above agreed upon process shall be subject to the grievance procedure set forth in the parties' collective bargaining agreement. Nothing contained in this provision shall prohibit a teacher who is the subject of discipline pursuant to the expedited disciplinary process of Education Law Section 3020-a from raising the validity of the APPR in question on any of the specific procedural (i.e. non-substantive) bases specifically raised in the teacher's appeal and set forth in support of the teacher's defense.

11. The parties agree that the Appeal process described herein shall be subject to review upon the mutual agreement of the parties. In the event of such agreement, parties agree to convene a committee comprised of three representatives of the Association and three representatives of the District to conduct such review. If during such review the parties agree upon changes to the appeal process, such changes shall be incorporated into this review process language. If the parties cannot agree upon changes proposed by either party, then the review process described herein shall remain unchanged. ANY CHANGES TO THE APPEALS PROCESS DESCRIBED HEREIN WILL BE MADE IN ACCORDANCE WITH EDUCATION LAW 3012-c.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Certification Training: The Burnt Hills-Ballston Lake School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial training of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability. The initial training process began in August 2011 and continues today. In August 2011 evaluators were trained and certified by completing 14 hours of the RTTT Training for Lead Evaluators- Evidence-Based Observation of Teachers for Lead Evaluators, conducted by the WSWHE BOCES. In August 2012, administrators completed a day-long training relating to the Danielson 2011 Framework and an introduction to the Teachscape Evaluation System, conducted by Capital Region BOCES. In October, administrators completed 2 hours of follow-up training on the Teachscape system that aligns with Danielson 2011, conducted by a BOCES certified trainer. As part of the ongoing Capital Region Training, evaluators will become certified by going through a "calibration" and inter-rater reliability process. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The superintendent will maintain records of certification of evaluators. Evaluator training will occur in cooperation with our BOCES certified trainers and BOCES Network Team. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators.

Re-Certification and Updated Training: The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements

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, November 06, 2012

Updated Wednesday, November 07, 2012

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.

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	n/a
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	n/a
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	n/a
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	n/a

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

7.5) Principals with More Than One Growth Measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI category and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Principals of K-8 schools with growth measures for ELA and Math grades 4-8.)

If Principals have more than one SLO for comparable growth (or a State-provided growth measure and an SLO for comparable growth), the measures will each earn a score from 0-20 points and Districts will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent.

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Wednesday, November 07, 2012

Updated Monday, January 14, 2013

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.

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Maximize student achievement on elementary ELA and Math state assessments. Score will be based on percentage of proficiency on ELA and Math state assessments of 3rd, 4th and 5th graders district wide (see attached rubrics).
6-8	(d) measures used by district for teacher evaluation	Maximize student achievement on ELA (6th, 7th, and 8th grade), Science (8th grade), and Math (6th, 7th, and 8th grade) state assessments(see attached rubrics).
9-12	(d) measures used by district for teacher evaluation	Maximize percentage of all high school students who pass the ten NYS Regents exams given at the BH-BL CSD High School. Score will be based on percentage passing the 10 Regents exams given at the high school (see attached rubrics).

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.	Principals will receive a score (for Local 20% or Local 15%) based on student achievement on NYS 3-8 and Regents exams. The score will be calculated as described in the attached document entitled: CALCULATION OF PRINCIPALS LOCAL 20(15)- NYSED SUBMISSION_2.pdf
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached document entitled: CALCULATION OF PRINCIPALS LOCAL 20(15)- NYSED SUBMISSION_2.pdf

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached document entitled: CALCULATION OF PRINCIPALS LOCAL 20(15)- NYSED SUBMISSION_2.pdf
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached document entitled: CALCULATION OF PRINCIPALS LOCAL 20(15)- NYSED SUBMISSION_2.pdf
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached document entitled: CALCULATION OF PRINCIPALS LOCAL 20(15)- NYSED SUBMISSION_2.pdf

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.

[assets/survey-uploads/5366/221930-qBFVOWF7fC/CALCULATION OF PRINCIPALS LOCAL 20\(15\)- NYSED SUBMISSION_2.pdf](assets/survey-uploads/5366/221930-qBFVOWF7fC/CALCULATION OF PRINCIPALS LOCAL 20(15)- NYSED SUBMISSION_2.pdf)

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

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

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

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

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

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

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

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

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

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

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

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

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

n/a

8.4) Principals with More Than One Locally Selected Measure

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

n/a

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Wednesday, November 07, 2012

Updated Monday, January 14, 2013

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.

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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)

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 district shall utilize the Kim Marshall rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management.

The Marshall Rubric scores principals on 6 domains: Diagnosis and Planning; Priority Management and Communication; Curriculum and Data; Supervision, Evaluation, and Professional Development; Discipline and Parental Involvement; and Management and External Relations. Each domain will be scored on a scale of up to 10 points for a total possible score of 60 points.

The superintendent's assessment of Principals shall be based on at least 3 visits of 30 minutes or more to the school, while in session. The time and dates of the visit will be mutually agreed to by the superintendent and principal. These visits are to be completed no later than June 30. In addition, at least three (3) unannounced visits while school is in session will be used for evaluation.

This score will be calculated using the Marshall Rubric for each of the six domains. Each Domain is divided into 10 components. The superintendent will use the rubric to assign a score of between 1-4 points on all observable components. Each component scored will carry equal weight in the overall average. The overall average score on the 4 point scale of the Marshall Rubric will be converted into a 60 point score using Table 1 in the attached document entitled: NYSED Marshall 4pt.-60pt. Conversion.

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/5143/221937-pMADJ4gk6R/NYSED Marshall 4pt.-60pt. Conversion _1.pdf

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

Highly Effective: Overall performance and results exceed standards.	Marshall Rubric Total 60-59
---	-----------------------------

Effective: Overall performance and results meet standards.	Marshall Rubric Total 58-55
Developing: Overall performance and results need improvement in order to meet standards.	Marshall Rubric Total 54-48
Ineffective: Overall performance and results do not meet standards.	Marshall Rubric Total 47-0

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	Marshall Rubric Total 60-59
Effective	Marshall Rubric Total 58-55
Developing	Marshall Rubric Total 54-48
Ineffective	Marshall Rubric Total 47-0

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	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Wednesday, November 07, 2012

Updated Friday, December 28, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	60-59
Effective	58-55
Developing	54-48
Ineffective	47-0

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, November 07, 2012

Updated Thursday, December 20, 2012

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 your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

[assets/survey-uploads/5276/222022-Df0w3Xx5v6/Burnt Hills Principal Improvement Plan- FOR NYSED SUBMISSION.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Burnt Hills-Ballston Lake Central School District
Principal APPR Appeal Process*

Challenges in an appeal:

Appeals are limited to those identified by Education Law 3012-c, as follows:

- 1. The substance of the annual professional performance review;*
- 2. The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;*
- 3. The adherence to the Commissioner's regulations as applicable to such reviews;*
- 4. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 5. The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.*

Ratings that may be appealed:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation.

Prohibition against more than one appeal:

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

Burden of proof:

The district and the principal will share responsibility for providing evidence to support the annual evaluation or that an improvement plan was appropriately issued and/or implemented. The district must present evidence to support the holistic placement within a scoring range for a particular domain.

Time frame for filing appeal:

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later the fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) business days of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request. The superintendents's extension of the timeframe to file an appeal will be timely and expeditious, consistent with Education Law 3012-C.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges must also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for the same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Time frame for district response

Within ten (15) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time of the response is filed shall not be considered on behalf of the school district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

Decision process for appeal:

Within five (5) business days of the district's response, a single individual retired superintendent shall be chosen from the list of retired superintendents approved mutually by the district and bargaining unit representing the principals.

The parties agree that the retired superintendent shall review the written appeal and district response in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the retired superintendent is selected.

Decision

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the review of the appeals and district response.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside, or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

Exclusivity of Section 3012-C Appeal Procedure

This appeal procedure shall constitute the means for initiating, reviewing, and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan. The rulings of the hearing officer will be final.

Other

1. The district and bargaining unit for the principal shall maintain a list of no less than two (2) mutually agreed upon retired superintendents.

2. The retired superintendent's cost for analysis of documents and production of the decision shall be the responsibility of the district.

3. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

4. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive his/her right to file an appeal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Burnt Hills-Ballston Lake School District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial training of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and supported essential to maintain the needed level of inter-rater reliability.

Specific to the evaluation of Principals, the Superintendent received two days of initial training on Principal Evaluation by the Leadership for Educational Achievement Foundation (LEAF) in October 2011. An additional day training was provided in the summer of 2012 by Kim Marshall on site in the BH-BL District Office. The superintendent has begun attending a series of day-long training workshops on principal evaluation at the Capital Region BOCES. The Superintendent is also involved with the NYSCOSS, attending a two-day training session which included training on Principal Evaluation in July. The superintendent is committed to attending further sessions at NYSCOSS throughout the 2012-13 school year.

Evaluator training will occur regionally in cooperation with other area school districts and our BOCES Network Team.

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements

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 Wednesday, November 07, 2012

Updated Monday, January 14, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/222050-3Uqgn5g9Iu/BH-BL APPR Certification 1-14-13_2.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.

CALCULATION OF LOCAL 20%(15%)
Burnt Hills - Ballston Lake
Annual Professional Performance Review Plan
(APPR- 3012c)
School Year 2012-13

Calculation of Local 20%(15%) High School Scoring Rubric & H.E.D.I. Scale

Includes: High School, all subject area teachers

Building Goal: Maximize percentage of all high school students who pass ($\geq 65\%$) the ten NYS Regents exams. Score will be based on percentage passing ($\geq 65\%$) the 10 Regents exams

Calculation: To compile a final building score for the High School, the total number of students passing ($\geq 65\%$) a Regents Exam will be divided by the total number of students taking a Regents exam. Using the rubric below, a building wide group score will be determined on a 20-point scale. Standard rounding rules should be applied to all calculations.

HIGH SCHOOL: Local Group Score Conversion Tables if 20 points:

Highly Effective			(PERCENT PASSING 10 REGENTS) Effective									Developing						Ineffective		
100%- 97%	96%- 93%	92%- 89%	88%	87%	86%	85%	84%	83%	82%	81%	80%	79%- 78%	77%- 76%	75%- 74%	73%- 72%	71%- 70%	69%- 68%	67%- 57%	56%- 46%	45%- 0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

HIGH SCHOOL: Use the following table to convert the 20 point score to a 15 point score if necessary:

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

Calculation of Local 20%(15%) Middle School Scoring Rubric & H.E.D.I. Scale

Includes: All core and special area middle school teachers.

Building Goal: Maximize student achievement on ELA (6th, 7th, and 8th grade), Science (8th grade), and Math (6th, 7th, and 8th grade) state assessments.

Calculation: To compile final building score for the Middle School teachers, the percent (%) of students scoring Level 3 & 4 on the NYS Science 8, the overall percent (%) of students scoring Level 3 & 4 on the NYS 6-8 ELA exam and the overall percent (%) of students scoring Level 3 & 4 on the NYS 6-8 Math exam will be used to determine H.E.D.I. scores using the corresponding rubrics below. These three individual H.E.D.I. scores will be averaged with equal weight to provide the final building score on a 20-point scale. Standard rounding rules should be applied to all calculations.

MIDDLE SCHOOL: Local Group Score Conversion Tables if 20 points

Highly Effective			(SCIENCE 8) Effective									Developing						Ineffective		
100%-90%	89%-85%	84%-81%	80%	79%	78%	77%	76%	75%	74%	73%	72%	71%	70%	69%	68%	67%	66%	65%-57%	56%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Highly Effective			(MATH 6-8) Effective									Developing						Ineffective		
100%-90%	89%-85%	84%-81%	80%	79%	78%	77%	76%	75%	74%	73%	72%	71%	70%	69%	68%	67%	66%	65%-57%	56%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Highly Effective			(ELA 6-8) Effective									Developing						Ineffective		
100%-90%	89%-81%	80%-74%	73%	72%	71%	70%	69%	68%	67%	66%	65%	64%	63%	62%	61%	60%	59%	58%-57%	56%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

MIDDLE SCHOOL: Use the following table to convert the final 20 point score to a 15 point score if necessary:

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

Calculation of Local 20%(15%) Elementary Scoring Rubric & H.E.D.I. Scale

Includes:

Includes all K-5 teachers and elementary special area teachers.

District-wide Elementary Goal:

Maximize student achievement on elementary ELA and Math state assessments. Score will be based on percentage of proficiency on ELA and Math state assessments of 3rd, 4th and 5th graders district wide (see rubrics below).

Calculation: To compile final district score for elementary teachers, the overall percent (%) of students scoring Level 3 & 4 on the NYS 3-5 ELA exam and the overall percent (%) of students scoring Level 3 & 4 on the NYS 3-5 Math exam will be used to determine H.E.D.I. scores using the corresponding rubrics below. These individual H.E.D.I. scores will be averaged together to provide the final district K-5 score on a 20-point scale. Standard rounding rules should be applied to all calculations.

ELEMENTARY: Local Group Score Conversion Tables if 20 points:

Highly Effective			(MATH 3-5) Effective									Developing					Ineffective			
100%-95%	90%-94%	89%-86%	85%-81%	80%-79%	78%-77%	76%-75%	74%-73%	72%-71%	70%-69%	68%-67%	66%-65%	64%-63%	62%-61%	60%-59%	58%-57%	56%-55%	54%-53%	52%-49%	48%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Highly Effective			(ELA 3-5) Effective									Developing					Ineffective			
100%-95%	90%-94%	89%-86%	85%-81%	80%-79%	78%-77%	76%-75%	74%-73%	72%-71%	70%-69%	68%-67%	66%-65%	64%-63%	62%-61%	60%-59%	58%-57%	56%-55%	54%-53%	52%-49%	48%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

ELEMENTARY: Use the following table to convert the final 20 point score to a 15 point score if necessary:

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

SUMMARY:

Taken from District BH-BL APPR Record Sheet: Calculation of Local 20%(15%)

In order to calculate the Local 20%(15%), we are using the group goal option. After extensive input from constituent groups, goals for each level are agreed upon by the District APPR Committee on a yearly basis. Local score can be calculated using Worksheet 2 below (this worksheet takes into account staff teaching at multiple levels). Standard rounding rules apply.

Worksheet 2: Calculation of Local Score

	Description of District-wide(Elementary) or Building-wide (Secondary) Group Goal	A: Score	B: FTE assigned to this level (e.g., 1.0)	C: Prorated Points (A x B)
Elementary	Maximize student achievement on elementary ELA and Math state assessments. Score will be based on percentage of proficiency on ELA and Math state assessments district wide (see agreed upon rubric). Includes all K - 5 teachers and special area teachers.			
Middle School	Maximize student achievement on ELA, Science, and Math state assessments. Score will be based on percentage of proficiency on ELA, Math, and Science state assessments building-wide (see agreed upon rubric). Includes all subject areas.			
High School	Maximize percentage of all high school students who pass the ten NYS Regents exams. Score will be based on percentage passing the 10 Regents exams (see agreed upon rubric).			
			TOTAL: (Sum of C)	

20% LOCAL Score= _____/20

or-if approved

15% LOCAL Score= _____/15

CALCULATION OF LOCAL 20%(15%)
Burnt Hills - Ballston Lake
Annual Professional Performance Review Plan
(APPR- 3012c)
School Year 2012-13

Calculation of Local 20%(15%) High School Scoring Rubric & H.E.D.I. Scale

Includes: High School, all subject area teachers

Building Goal: Maximize percentage of all high school students who pass ($\geq 65\%$) the ten NYS Regents exams. Score will be based on percentage passing ($\geq 65\%$) the 10 Regents exams

Calculation: To compile a final building score for the High School, the total number of students passing ($\geq 65\%$) a Regents Exam will be divided by the total number of students taking a Regents exam. Using the rubric below, a building wide group score will be determined on a 20-point scale. Standard rounding rules should be applied to all calculations.

HIGH SCHOOL: Local Group Score Conversion Tables if 20 points:

Highly Effective			(PERCENT PASSING 10 REGENTS) Effective									Developing						Ineffective		
100%- 97%	96%- 93%	92%- 89%	88%	87%	86%	85%	84%	83%	82%	81%	80%	79%- 78%	77%- 76%	75%- 74%	73%- 72%	71%- 70%	69%- 68%	67%- 57%	56%- 46%	45%- 0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

HIGH SCHOOL: Use the following table to convert the 20 point score to a 15 point score if necessary:

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

Calculation of Local 20%(15%) Middle School Scoring Rubric & H.E.D.I. Scale

Includes: All core and special area middle school teachers.

Building Goal: Maximize student achievement on ELA (6th, 7th, and 8th grade), Science (8th grade), and Math (6th, 7th, and 8th grade) state assessments.

Calculation: To compile final building score for the Middle School teachers, the percent (%) of students scoring Level 3 & 4 on the NYS Science 8, the overall percent (%) of students scoring Level 3 & 4 on the NYS 6-8 ELA exam and the overall percent (%) of students scoring Level 3 & 4 on the NYS 6-8 Math exam will be used to determine H.E.D.I. scores using the corresponding rubrics below. These three individual H.E.D.I. scores will be averaged with equal weight to provide the final building score on a 20-point scale. Standard rounding rules should be applied to all calculations.

MIDDLE SCHOOL: Local Group Score Conversion Tables if 20 points

Highly Effective			(SCIENCE 8) Effective									Developing						Ineffective		
100%-90%	89%-85%	84%-81%	80%	79%	78%	77%	76%	75%	74%	73%	72%	71%	70%	69%	68%	67%	66%	65%-57%	56%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Highly Effective			(MATH 6-8) Effective									Developing						Ineffective		
100%-90%	89%-85%	84%-81%	80%	79%	78%	77%	76%	75%	74%	73%	72%	71%	70%	69%	68%	67%	66%	65%-57%	56%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Highly Effective			(ELA 6-8) Effective									Developing						Ineffective		
100%-90%	89%-81%	80%-74%	73%	72%	71%	70%	69%	68%	67%	66%	65%	64%	63%	62%	61%	60%	59%	58%-57%	56%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

MIDDLE SCHOOL: Use the following table to convert the final 20 point score to a 15 point score if necessary:

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

Calculation of Local 20%(15%) Elementary Scoring Rubric & H.E.D.I. Scale

Includes:

Includes all K-5 teachers and elementary special area teachers.

District-wide Elementary Goal:

Maximize student achievement on elementary ELA and Math state assessments. Score will be based on percentage of proficiency on ELA and Math state assessments of 3rd, 4th and 5th graders district wide (see rubrics below).

Calculation: To compile final district score for elementary teachers, the overall percent (%) of students scoring Level 3 & 4 on the NYS 3-5 ELA exam and the overall percent (%) of students scoring Level 3 & 4 on the NYS 3-5 Math exam will be used to determine H.E.D.I. scores using the corresponding rubrics below. These individual H.E.D.I. scores will be averaged together to provide the final district K-5 score on a 20-point scale. Standard rounding rules should be applied to all calculations.

ELEMENTARY: Local Group Score Conversion Tables if 20 points:

Highly Effective			(MATH 3-5) Effective									Developing						Ineffective		
100%-95%	90%-94%	89%-86%	85%-81%	80%-79%	78%-77%	76%-75%	74%-73%	72%-71%	70%-69%	68%-67%	66%-65%	64%-63%	62%-61%	60%-59%	58%-57%	56%-55%	54%-53%	52%-49%	48%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Highly Effective			(ELA 3-5) Effective									Developing						Ineffective		
100%-95%	90%-94%	89%-86%	85%-81%	80%-79%	78%-77%	76%-75%	74%-73%	72%-71%	70%-69%	68%-67%	66%-65%	64%-63%	62%-61%	60%-59%	58%-57%	56%-55%	54%-53%	52%-49%	48%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

ELEMENTARY: Use the following table to convert the final 20 point score to a 15 point score if necessary:

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

SUMMARY:

Taken from District BH-BL APPR Record Sheet: Calculation of Local 20%(15%)

In order to calculate the Local 20%(15%), we are using the group goal option. After extensive input from constituent groups, goals for each level are agreed upon by the District APPR Committee on a yearly basis. Local score can be calculated using Worksheet 2 below (this worksheet takes into account staff teaching at multiple levels). Standard rounding rules apply.

Worksheet 2: Calculation of Local Score

	Description of District-wide(Elementary) or Building-wide (Secondary) Group Goal	A: Score	B: FTE assigned to this level (e.g., 1.0)	C: Prorated Points (A x B)
Elementary	Maximize student achievement on elementary ELA and Math state assessments. Score will be based on percentage of proficiency on ELA and Math state assessments district wide (see agreed upon rubric). Includes all K - 5 teachers and special area teachers.			
Middle School	Maximize student achievement on ELA, Science, and Math state assessments. Score will be based on percentage of proficiency on ELA, Math, and Science state assessments building-wide (see agreed upon rubric). Includes all subject areas.			
High School	Maximize percentage of all high school students who pass the ten NYS Regents exams. Score will be based on percentage passing the 10 Regents exams (see agreed upon rubric).			
			TOTAL: (Sum of C)	

20% LOCAL Score= _____/20
or-if approved

15% LOCAL Score= _____/15

CALCULATION OF
60%-Other Measures of Effectiveness
Burnt Hills - Ballston Lake
Annual Professional Performance
Review Plan (APPR- 3012c) School
Year 2012-13

The following pages represent are a combination of pages from the District APPR Plan, the OFFICIAL BH-BL APPR Record Sheet, and the BH-BL APPR Conversion Tables.

Calculation of OTHER MEASURES (60%)- TENURED Classroom Teachers

Rubric used for observations: 2011 Danielson Rubric

TeachScape software will be used by administrators to facilitate scheduling and observation evidence recording.

Appendix 4 provides a crosswalk between the 2011 Danielson Framework and the NYS Teaching Standards.

Tenured Teachers being evaluated under 3012-c will receive two observations and complete an evidence folder:

All observations (formal and informal) will be scored using the APPR Record Sheet (Appendix 1) and the BHBL Conversion Tables (Appendix 2).

30 Points: One observation will be an **Announced/Formal Observation** scored on a scale of 30 Points.

Expectations:

- Teachers will be observed by Burnt Hills - Ballston Lake administrators trained in the teacher observation process using Teachscape software and portal. Once sufficient training has occurred, all administrators conducting evaluations will be appointed by the BH-BL Board of Education as Lead Evaluators;
- By October 1st, teachers will be informed of which administrator will be formally observing them;
- Teachers and administrators will collaboratively agree on the best day and lesson for the formal observation;
- Teachers will have two weeks notice of when the formal observation will take place unless otherwise mutually agreed upon;
- The teacher and the observing administrator will meet within five days before the formal observation in a pre-conference lasting approximately 20 to 30 minutes. Prior to this meeting, teachers will provide a formal lesson plan using the district provided format (See **Appendix 5**). The lesson that will be observed will be discussed at this meeting;
- The formal observation will take place on the day that was collaboratively agreed upon. Teachers will teach the lesson discussed in the pre-conference. Administrators will observe the entire lesson. (In the case of a secondary 80-minute block- if the overwhelming majority of evidence points to a highly effective lesson, the evaluator may choose to conclude their observation of a tenured teacher after 40 minutes.) Administrators and teachers will use Teachscape software and portal to facilitate the evidence gathering process;
- The teacher and the observing administrator will meet within five school days of the formal observation in a post-conference lasting approximately 20 to 30 minutes. One day prior to this meeting, the teacher will provide a formal one-page reflection (see **Appendix 6**) of the lesson using the district provided format (to also be included in the evidence folder). The administrator will provide evidence based feedback facilitated by the Teachscape software and portal. The

meeting should entail mutual reflection and dialogue between the teacher and administrator so as to improve instruction;

- Within 10 school days of the post-conference, the administrator will provide a formal, evidence based write-up (aided by Teachscape). The administrator will share evidence and the teacher's observation score (out of 30);
- Teachers will not be observed after June 1st unless otherwise mutually agreed upon.

10 Points: One observation will be an **Unannounced/Informal Observation** scored on a scale of 10 Points.

Expectations:

Teachers will be observed by Burnt Hills - Ballston Lake administrators trained in the teacher observation process using Teachscape software and portal, per 3012(c) regulations.

The unannounced observation will not take place the day before or after holidays or vacations.

The observing administrator will enter the teacher's classroom at a time of their choosing. If the teacher is giving an exam or other activity that does not lend itself to observation, the administrator may come back at a later date.

The unannounced observation will be approximately 10 to 15 minutes long, however administrators may stay longer at their discretion. Administrators will use Teachscape software and portal to facilitate the evidence gathering process.

Within three school days, the teacher will provide an formal one page (approximately 250 words) reflection of the entire lesson using the district provided format (to also be included in the evidence folder- See **Appendix 7**). The teacher and the observing administrator may meet within five school days of the unannounced observation in an approximate 10 to 15 minute post-conference upon request from either party. The administrator will provide evidence based feedback facilitated by the Teachscape software and portal.

Within 10 school days, the administrator will provide a formal, evidence based write-up (aided by Teachscape). The administrator will share evidence and the teacher's observation score (out of 10).

Teachers will not be observed after June 1st.

20 points: Based upon the compilation of an **Evidence Folder** by the teacher.

The following are the annual required elements of a professional's evidence folder to be used as a part of the APPR evaluation process for Domain 4: Professional Responsibilities.

Please refer to the Danielson 2011 rubric for specific attributes and possible examples of the different proficiency levels.

<p>_____ out of 4 Points</p>	<p>4a: Reflecting on Teaching</p> <p>1. Write a one-page reflection on the formal and informal observed lessons</p> <ul style="list-style-type: none"> • Two reflections should be completed – one for each observation • Each reflection should be no longer than 250 words <p><i>(0=Ineffective 1= Developing 2=Developing/Effective 3=Effective 4=Highly Effective)</i></p>
<p>_____ out of 4 Points</p>	<p>4c: Communicating with Families</p> <p>1. Provide evidence that you have had frequent, timely, informative, and appropriate communication with families regarding the instructional program and student progress.</p> <ul style="list-style-type: none"> • Include 4 pieces of evidence that demonstrates frequency, timeliness, appropriateness, and appropriate communication. <p><i>(0=Ineffective 1= Developing 2=Developing/Effective 3=Effective 4=Highly Effective)</i></p>
<p>_____ out of 4 Points</p>	<p>4d: Participating in a Professional Community</p> <p>1. Write a one-page summary no longer than 250 words describing the work you've done with your team that shows participation with colleagues to share and plan for student success.</p> <p><i>(0=Ineffective 1= Developing 2=Developing/Effective 3=Effective 4=Highly Effective)</i></p>
<p>_____ out of 4 Points</p>	<p>2. Provide evidence that you have supported and participated in school and community initiatives.</p> <ul style="list-style-type: none"> • List school and/or community initiatives you have been involved in and briefly explain in 2-3 sentences how you contributed. <p><i>(0=Ineffective 1= Developing 2=Developing/Effective 3=Effective 4=Highly Effective)</i></p>
<p>_____ out of 4 Points</p>	<p>4e: Growing and Developing Professionally</p> <p>Write a one-page reflection, no longer than 250 words, on how the participation in professional development in the following activities contributed to your professional growth.</p> <ul style="list-style-type: none"> • Possible Activities Include: Frequent teacher attendance in courses and workshops Regular academic readings Participation in teams and learning networks with colleagues Participation in professional organizations supporting academic <p><i>(0=Ineffective 1= Developing 2=Developing/Effective 3=Effective 4=Highly Effective)</i></p>
<p>Total:</p>	<p>_____ out of 20 Points</p>

Calculation of OTHER MEASURES (60%)-PROBATIONARY Classroom Teachers

Rubric used for observations: 2011 Danielson Rubric

TeachScape software will be used by administrators to facilitate scheduling and observation evidence recording.

Appendix 4 provides a crosswalk between the 2011 Danielson Framework and the NYS Teaching Standards.

Probationary Teachers being evaluated under 3012-c will receive four observations and complete an evidence folder. All observations (formal and informal) will be scored using the APPR Record Sheet (Appendix 1) and the BHBL Conversion Tables (Appendix 2).

30 Points: Two observations will be **Announced/Formal Observations** scored on a scale of 30 Points (*Average of the two scores will be calculated to give final score (out of 30) for this part.*)

Expectations:

- Teachers will be observed by Burnt Hills - Ballston Lake administrators trained in the teacher observation process using Teachscape software and portal, per 3012c regulations;
- By October 1st, teachers will be informed of which administrators will be formally observing them;
- The teacher and observing administrators will collaboratively agree on the best days and lessons for the formal observations;
- Teachers will have two weeks notice of when the formal observations will take place unless otherwise mutually agreed upon;
- The teacher and the observing administrator will meet within five days before each formal observation in a pre-conference lasting approximately 20 to 30 minutes. Prior to these meetings, teachers will provide a formal lesson plan using the district provided format (see **Appendix 5**). The lesson that will be observed will be discussed at this meeting;
- The formal observation will take place on the day that was collaboratively agreed upon. Teachers will teach the lesson discussed in the pre-conference. For Probationary Teachers, administrators will observe the entire lesson, regardless of length of period. Administrators and teachers will use Teachscape software and portal to facilitate the evidence gathering process;
- The teacher and the observing administrator will meet within five school days of the formal observation in a post-conference lasting approximately 20 to 30 minutes. One day prior to this meeting, the teacher will provide a formal one-page reflection of the lesson using the district provided format (to also be included in the evidence folder- See **Appendix 6**). The administrator will provide evidence based feedback facilitated by the Teachscape software and portal. The

meeting should entail mutual reflection and dialogue between the teacher and administrator so as to improve instruction;

- Within 10 school days of the post-conference, the administrator will provide a formal, evidence based write-up (aided by Teachscape). The administrator will share evidence and the teacher's observation score (out of 30);
- Teachers will not be observed after June 1st unless otherwise mutually agreed upon.

10 Points: Two observations will be **Unannounced/Informal Observations** scored on a scale of 10 Points (*Average of the two scores will be calculated to give final score (out of 10) for this part.*).

Expectations:

- Teachers will be observed by Burnt Hills - Ballston Lake administrators trained in the teacher observation process using Teachscape software and portal, per 3012c regulations.
- The unannounced observations will not take place the day before or after holidays or vacations.
- The observing administrator will enter the teacher's classroom at a time of their choosing. If the teacher is giving an exam or other activity that does not lend itself to observation, the administrator may come back at a later date.
- The unannounced observation will be approximately 10 to 15 minutes long, however administrators may stay longer at their discretion. Administrators will use Teachscape software and portal to facilitate the evidence gathering process.
- Within three school days, the teacher will provide a formal one-page (approximately 250 words) reflection of the entire lesson using the district provided format (to also be included in the evidence folder- see **Appendix 7**). The teacher and the observing administrator may meet within five school days of the unannounced observation in an approximate 10 to 15 minute post-conference upon request from either party. The administrator will provide evidence based feedback facilitated by the Teachscape software and portal.
- Within 10 school days, the administrator will provide a formal, evidence based write-up (aided by Teachscape). The administrator will share evidence and the teacher's observation score (out of 10).
- Teachers will not be observed after June 1st.

20 points: Based upon the compilation of an **Evidence Folder** by the teacher.

The following are the annual required elements of a professional's evidence folder to be used as a part of the APPR evaluation process for Domain 4: Professional Responsibilities.

<p>_____ out of 8 Points</p>	<p>4a: Reflecting on Teaching</p> <p>1. Write a one-page(250 words) reflection (both formal and informal observed lessons)</p> <ul style="list-style-type: none"> • Four reflections should be completed – one for each observation • Each reflection should be no longer than 250 words <p><i>(i) FORMAL REFLECTIONS TAKEN TOGETHER DEMONSTRATE: (0=Ineffective 1= Developing 2=Developing/Effective 3=Effective 4=Highly Effective)</i></p> <p><i>(ii) INFORMAL REFLECTIONS TAKEN TOGETHER DEMONSTRATE: (0=Ineffective 1= Developing 2=Developing/Effective 3=Effective 4=Highly Effective)</i></p> <p><i>Sum of (i) + (ii)= Total for this section</i></p>
<p>_____ out of 3 Points</p>	<p>4c: Communicating with Families</p> <p>1. Provide evidence that you have had frequent, timely, informative, and appropriate communication with families regarding the instructional program and student progress.</p> <ul style="list-style-type: none"> • Include 4 pieces of evidence that demonstrates frequency, timeliness, appropriateness, and appropriate communication. <p><i>(0=Ineffective 1=Developing 2=Effective 3=Highly Effective)</i></p>
<p>_____ out of 3 Points</p>	<p>4d: Participating in a Professional Community</p> <p>1. Write a one-page summary no longer than 250 words describing the work you've done with your team that shows participation with colleagues to share and plan for student success.</p> <p><i>(0=Ineffective 1=Developing 2=Effective 3=Highly Effective)</i></p>
<p>_____ out of 3 Points</p>	<p>2. Provide evidence that you have supported and participated in school and community initiatives.</p> <ul style="list-style-type: none"> • List school and/or community initiatives you have been involved in and briefly explain in 2-3 sentences how you contributed. <p><i>(0=Ineffective 1=Developing 2=Effective 3=Highly Effective)</i></p>
<p>_____ out of 3 Points</p>	<p>4e: Growing and Developing Professionally</p> <p>Write a one-page reflection, no longer than 250 words, on how the participation in professional development in the following activities contributed to your professional growth.</p> <ul style="list-style-type: none"> • Possible Activities Include: Frequent teacher attendance in courses and workshops Regular academic readings Participation in teams and learning networks with colleagues Participation in professional organizations supporting academic <p><i>(0=Ineffective 1=Developing 2=Effective 3=Highly Effective)</i></p>
<p>Total:</p>	<p>_____ out of 20 Points</p>

20% LOCAL Score= _____/20

In order to calculate the Local 20%, we are using the group goal option. After extensive input from constituent groups, goals for each level are agreed upon by the District APPR Committee on a yearly basis. Local score can be calculated using Worksheet 2 below.

Worksheet 2: Calculation of Local Score

	Description of District-wide(Elementary) or Building-wide (Secondary) Group Goal	A: Score	B: FTE assigned to this level (e.g., 1.0)	C: Prorated Points (A x B)
Elementary	Maximize student achievement on elementary ELA and Math state assessments. Score will be based on percentage of proficiency on ELA and Math state assessments district wide (see agreed upon rubric). Includes all K - 5 teachers and special area teachers.			
Middle School	Maximize student achievement on ELA, Science, and Math state assessments. Score will be based on percentage of proficiency on ELA, Math, and Science state assessments building-wide (see agreed upon rubric). Includes all subject areas.			
High School	Maximize percentage of all high school students who pass the ten NYS Regents exams. Score will be based on percentage passing the 10 Regents exams (see agreed upon rubric).			
			TOTAL: (Sum of C)	

60% Other Measures Score= _____/60

Please check the classification that applies and carry totals from corresponding gold box on page 4:

- ____ Full-Time Tenured Classroom Teacher as defined by NYSED Reg. 3012-c
 - (A) 30 possible points from **one** formal observation. Score= _____/30
 - (B) 10 possible points from **one** informal observation Score= _____/10
 - (C) 20 possible points from Domain 4 evidence folder Score= _____/20

-or-

Total Possible= 60 Points
- ____ Full-Time Probationary Classroom Teacher as defined by NYSED Reg. 3012-c
 - (A) 30 possible points from avg. of **two** formal observations Score= _____/30
 - (B) 10 possible points from avg. of **two** informal observations Score= _____/10
 - (C) 20 possible points from Domain 4 evidence folder Score= _____/20

Total Possible= 60 Points

Formal/Informal Observations Based on Danielson 2011 Domains #1-4

	Formal		Weight	
	Obs. #1	Obs. #2*		
Domain 1:				
Component 1a				
Component 1b				
Component 1c				
Component 1d				
Component 1e				
Component 1f				
Avg. Rating				
Composite Domain 1**			Comp. x 1	

Domain 2:				
Component 2a				
Component 2b				
Component 2c				
Component 2d				
Component 2e				
Avg. Rating			Weight	
Composite Domain 2**			Comp. x 2†	
Domain 3:				
Component 3a				
Component 3b				
Component 3c				
Component 3d				
Component 3e				
Avg. Rating			Weight	
Composite Domain 3**			Comp. x 2†	
†Sum (of blue boxes above)=				
†Sum÷5=				
(A) Translate to 30-point scale score from reference table=				

	Informal	
	Obs. #1	Obs. #2*
Domain 2:		
Component 2a		
Component 2b		
Component 2c		
Component 2d		
Component 2e		
Avg. Rating		
Composite Domain 2**†		
Domain 3:		
Component 3a		
Component 3b		
Component 3c		
Component 3d		
Component 3e		
Avg. Rating		
Composite Domain 3**†		
Sum(of blue boxes above)=		
Average †(Sum÷2)=		
(B) Translate to 10-point scale score from reference table=		

*Probationary teachers only for this column

**Probationary Teachers: combine the two side-by-side "Avg. Ratings" by averaging. Tenured Teachers just carry down Average Rating from the cell above.

†Reference Tables require this result to be carried to three decimals.

Domain 4: Evidence Folder

(C) Total=_____/20

____ pts. **4a. Reflecting on Teaching:** Write a 1 page reflection on Formal and Informal observed lessons. Two Reflections written. Each no longer than 250 words. (8 pts. Probationary/4 pts. Tenured)

____ pts. **4c. Communicating with Families:** Provide evidence that you have had frequent, timely, informative, and appropriate communication with families regarding the instructional program and student progress. (3 pts. Probationary/4 pts. Tenured)

____ pts. **4d. Participating in a Professional Community:** Write a one-page summary no longer than 250 words describing the work you've done with your team that shows participation with colleagues to share and plan for student success. (3 pts. Probationary/4 pts. Tenured)

____ pts. **4d. Participating in a Professional Community:** List school and/or community initiatives you have been involved in and briefly explain in 2-3 sentences how you contributed. (3 pts. Probationary/4 pts. Tenured)

____ pts. **4e. Growing and Developing Professionally:** Write a one-page reflection, no longer than 250 words, on how the participation in professional development contributed to your professional growth. (3 pts. Probationary/4 pts. Tenured)

Table 5: DANIELSON 4-POINT CONVERSION SCALES

4-pt. Rubric Average	Points on a 30-pt. rubric	Points on a 10-pt. rubric	60-pt. Rubric Scoring Bands
1.000	0	0	0
1.013	1	0	1
1.025	1	0	2
1.038	2	1	3
1.050	2	1	4
1.063	3	1	5
1.075	3	1	6
1.088	4	1	7
1.100	4	1	8
1.113	5	2	9
1.125	5	2	10
1.138	6	2	11
1.150	6	2	12
1.163	7	2	13
1.175	7	2	14
1.188	8	3	15
1.200	8	3	16
1.213	9	3	17
1.225	9	3	18
1.238	10	3	19
1.250	10	3	20
1.263	11	4	21
1.275	11	4	22
1.288	12	4	23
1.300	12	4	24
1.313	13	4	25
1.325	13	4	26
1.338	14	5	27
1.350	14	5	28
1.363	15	5	29
1.375	15	5	30
1.388	16	5	31
1.400	16	5	32
1.413	17	6	33
1.425	17	6	34
1.438	18	6	35
1.450	18	6	36
1.463	19	6	37
1.475	19	6	38
1.488	20	7	39
1.500	20	7	40
1.563	21	7	41
1.625	21	7	42
1.688	22	7	43
1.750	22	7	44
1.813	23	8	45
1.875	23	8	46
1.938	24	8	47
2.000	24	8	48
2.071	25	8	49
2.142	25	8	50
2.213	26	9	51
2.284	26	9	52
2.355	27	9	53
2.426	27	9	54
2.500	28	9	55
2.600	28	9	56
2.700	28	9	56
2.800	28	9	57
2.900	29	10	57
3.000	29	10	58
3.100	29	10	58
3.200	29	10	58
3.300	29	10	59
3.400	29	10	59
3.500	30	10	59
3.600	30	10	59
3.700	30	10	59
3.800	30	10	59
3.900	30	10	60
4.000	30	10	60

Ineffective

Developing

Effective

Highly Effective

BURNT HILLS-BALLSTON LAKE CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review
“Teacher Improvement Plan”
Targeted Guidance Plan For Professionals

The APPR for professional staff is designed to recognize and improve good professional practice. The vast majority of staff will be well served by this process. For those few staff members who have not demonstrated proficient performance in any areas of Domains 1-4 of the 2011 Danielson Framework even after informal discussions have taken place between the professional and supervisor, a Targeted Guidance Plan will be initiated which is a directive and intensive system of support.

This Targeted Guidance Plan will include two distinct phases:

- The Awareness Phase
- The Assistance Phase

Upon rating a teacher as Developing or Ineffective through an Annual Professional Performance Review (3012-c), the school district must formulate and commence implementation of a teacher improvement plan (TIP) for that teacher.

The TIP must begin no later than 10 school days from the opening of classes in the school year following the school year for which such teacher's performance is being measured.

The Targeted Guidance Plan as prescribed by education law 3012-c will have one phase:

- The Assistance Phase

Purposes

- To demonstrate the commitment of the District to the ongoing growth and development of all staff.
- To improve the performance of staff members who have been identified by their administrator as needing guidance in meeting proficiency in any areas outlined in the 2011 Danielson rubric.
- To implement a process which is positive and should provide guidance toward professional growth.

Professionals who are not performing at the proficient level (whose work in the components of the four Domains is judged not to meet the standard identified as proficient as defined by the 2011 Danielson rubric), or whose work in any of the other competencies is unsatisfactory, will move into the Targeted Guidance Plan. It will be the judgment of the administrator to move a professional into this plan. Decisions will be made by holding the professional's work up to the district's standards for proficient professional performance. The Targeted Guidance Plan is designed to guide professionals. It is intended as a way to support the professional and to successfully move the professional back into the evaluation plan of proficient professionals.

Awareness Phase

For those few staff members who have not demonstrated proficiency in an area of Domains 1-4 of the 2011 Danielson Framework even after informal discussions have taken place between the professional and supervisor, a more directive and intensive system of support is necessary, and is outlined in this section:

1. The administrator identifies a concern in writing and sends a copy to the professional and the Teacher Association President (TA).
2. Within a week, the principal and/or supervisor, the professional, and TA Representative set up a specific time to collaboratively develop a plan, including a timeline, as an attempt to resolve the concern. This plan should be signed by the professional and the supervisor. The plan will go into the professional's personnel file.

At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:

- A. No further action is necessary; the concern is resolved. Written notification of resolution of the Awareness Phase shall be sent to the professional, administrator, and TA president. If subsequent meetings are necessary, the professional will have TA representation. The administrator may request other representation at subsequent meetings.
 - B. The professional will be placed in the Assistance Phase. Written notification indicating that the professional is being placed in the Assistance Phase shall be sent to the professional, administrator and the TA President.
- Given a recommendation for the Assistance Phase, the professional will be advised by the administrator to discuss the situation with the TA President or designated representative. The professional will have TA representation at subsequent meetings. The administrator may request other representation at these subsequent meetings.

Assistance Phase

Development of an Assistance Plan should be:

- A helpful professional conversation, identifying solutions to problems and resources for professionals.
- A collaboration among the professional, TA representative and administrator.
- Presented at a meeting.

An Assistance Plan should include the following components:

1. Identification of the specific behavior to be changed.
2. The link to the criteria in the 2011 Danielson Model of the APPR plan:
 - What does the professional have to change?
 - What evidence demonstrates that the professional has changed?
 - Which administrator will determine that improvement has been achieved?
3. A reasonable timeline for accomplishing the change, with intermediate benchmarks.
4. A statement of who will support the professional.
5. A statement of who will monitor progress in the change effort.
6. Identification of multiple resources to help the professional.

- Resources can include mentors, district Professional Development Plan, employee assistance programs, medical referrals, New York State United Teachers (NYSUT) programs, workshops, observation, and others.

The professional and the administrator(s) will sign and date the Assistance Plan indicating agreement on the plan.

- This plan will go into the professional's personnel file.

Upon reviewing the teacher's progress, one of the following recommendations will be made:

1. The concern is resolved and the assistance is concluded.
2. The professional remains in the Assistance Phase with revised goals and timelines.
3. The district may initiate proceedings to discipline or remove a professional under New York State Law sections 3020 and 3020a.

SEE FORMS BELOW

Teacher Improvement Plan: Awareness Phase
Burnt Hills-Ballston Lake Central Schools

Name of Teacher: _____

School: _____ School Year: _____

Deficiency that promulgated the “ineffective” or “developing” rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required or Accessible Resources (including identification of responsibility for provision):

Dates of Formative Evaluation on Progress:

December:

March:

Other:

Evidence to be Provided for Goal Achievement:

Assessment Summary: The principal is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the principal and teacher with the opportunity for the teacher to attach comments.

Teacher Improvement Plan: Assistance Phase
Burnt Hills-Ballston Lake Central Schools

Name of Teacher: _____

School: _____ School Year: _____

Deficiency that promulgated the “ineffective” or “developing” rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for Completion:

Required or Accessible Resources (including identification of responsibility for provision):

Dates of Formative Evaluation on Progress:

December:

March:

Other:

Evidence to be Provided for Goal Achievement:

Assessment Summary: The principal is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the principal and teacher with the opportunity for the teacher to attach comments.

CALCULATION OF PRINCIPALS' LOCAL 20%(15%)
Burnt Hills - Ballston Lake
Annual Professional Performance Review Plan
(APPR- 3012c)
School Year 2012-13

Calculation of PRINCIPALS Local 20%(15%) High School Scoring Rubric & H.E.D.I. Scale

Includes: High School Principal

Building Goal: Maximize percentage of all high school students who pass ($\geq 65\%$) the ten NYS Regents exams. Score will be based on percentage passing the 10 Regents exams

Calculation: To compile a final building score for the High School Principal, the total number of students passing ($\geq 65\%$) a Regents Exam will be divided by the total number of students taking a Regents exam. Using the rubric below, a building wide group score will be determined on a 20-point scale. Standard rounding rules should be applied to all calculations.

HIGH SCHOOL: Local Group Score Conversion Tables if 20 points:

Highly Effective			(PERCENT PASSING 10 REGENTS) Effective									Developing					Ineffective			
100%-97%	96%-93%	92%-89%	88%	87%	86%	85%	84%	83%	82%	81%	80%	79%-78%	77%-76%	75%-74%	73%-72%	71%-70%	69%-68%	67%-57%	56%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

HIGH SCHOOL: Use the following table to convert the 20 point score to a 15 point score if necessary:

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

Calculation of PRINCIPALS Local 20%(15%) Middle School Scoring Rubric & H.E.D.I. Scale

Includes: Middle School Principal

Building Goal: Maximize student achievement on ELA (6th, 7th, and 8th grade), Science (8th grade), and Math (6th, 7th, and 8th grade) state assessments.

Calculation: To compile final building score for the Middle School principal, the percent (%) of students scoring Level 3 & 4 on the NYS Science 8, the overall percent (%) of students scoring Level 3 & 4 on the NYS 6-8 ELA exam and the overall percent (%) of students scoring Level 3 & 4 on the NYS 6-8 Math exam will be used to determine H.E.D.I. scores using the corresponding rubrics below. These three individual H.E.D.I. scores will be averaged with equal weight to provide the final building score on a 20-point scale. Standard rounding rules should be applied to all calculations.

MIDDLE SCHOOL: Local Group Score Conversion Tables if 20 points

Highly Effective			(SCIENCE 8) Effective										Developing						Ineffective		
100%-90%	89%-85%	84%-81%	80%	79%	78%	77%	76%	75%	74%	73%	72%	71%	70%	69%	68%	67%	66%	65%-57%	56%-46%	45%-0%	
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	

Highly Effective			(MATH 6-8) Effective										Developing						Ineffective		
100%-90%	89%-85%	84%-81%	80%	79%	78%	77%	76%	75%	74%	73%	72%	71%	70%	69%	68%	67%	66%	65%-57%	56%-46%	45%-0%	
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	

Highly Effective			(ELA 6-8) Effective										Developing						Ineffective		
100%-90%	89%-81%	80%-74%	73%	72%	71%	70%	69%	68%	67%	66%	65%	64%	63%	62%	61%	60%	59%	58%-57%	56%-46%	45%-0%	
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	

MIDDLE SCHOOL: Use the following table to convert the final 20 point score to a 15 point score if necessary:

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

Calculation of PRINCIPALS Local 20%(15%) Elementary Scoring Rubric & H.E.D.I. Scale

Includes:

Includes all K-5 Principals.

District-wide Elementary Goal:

Maximize student achievement on elementary ELA and Math state assessments. Score will be based on percentage of proficiency on ELA and Math state assessments of 3rd, 4th and 5th graders district wide (see rubrics below).

Calculation: To compile final district score for elementary principals, the overall percent (%) of students scoring Level 3 & 4 on the NYS 3-5 ELA exam and the overall percent (%) of students scoring Level 3 & 4 on the NYS 3-5 Math exam will be used to determine H.E.D.I. scores using the corresponding rubrics below. These individual H.E.D.I. scores will be averaged together to provide the final district K-5 score on a 20-point scale. Standard rounding rules should be applied to all calculations.

ELEMENTARY: Local Group Score Conversion Tables if 20 points:

Highly Effective			(MATH 3-5) Effective									Developing						Ineffective		
100%-95%	90%-94%	89%-86%	85%-81%	80%-79%	78%-77%	76%-75%	74%-73%	72%-71%	70%-69%	68%-67%	66%-65%	64%-63%	62%-61%	60%-59%	58%-57%	56%-55%	54%-53%	52%-49%	48%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Highly Effective			(ELA 3-5) Effective									Developing						Ineffective		
100%-95%	90%-94%	89%-86%	85%-81%	80%-79%	78%-77%	76%-75%	74%-73%	72%-71%	70%-69%	68%-67%	66%-65%	64%-63%	62%-61%	60%-59%	58%-57%	56%-55%	54%-53%	52%-49%	48%-46%	45%-0%
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

ELEMENTARY: Use the following table to convert the final 20 point score to a 15 point score if necessary:

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

Table 1: Marshall Rubric 4-POINT CONVERSION SCALES

4pt. Rubric Avg	Points on a 60-pt. rubric	
1.000	0	
1.013	1	
1.025	2	
1.038	3	
1.050	4	
1.063	5	
1.075	6	
1.088	7	
1.100	8	
1.113	9	
1.125	10	
1.138	11	
1.150	12	
1.163	13	
1.175	14	
1.188	15	
1.200	16	
1.213	17	
1.225	18	
1.238	19	
1.250	20	
1.263	21	
1.275	22	
1.288	23	
1.300	24	
1.313	25	
1.325	26	
1.338	27	
1.350	28	
1.363	29	
1.375	30	
1.388	31	
1.400	32	
1.413	33	
1.425	34	
1.438	35	
1.450	36	
1.463	37	
1.475	38	
1.488	39	
1.500	40	
1.563	41	
1.625	42	
1.688	43	
1.750	44	
1.813	45	
1.875	46	
1.938	47	
2.000	48	
2.071	49	
2.142	50	
2.213	51	
2.284	52	
2.355	53	
2.426	54	
2.500	55	
2.600	56	
2.700	56	
2.800	57	
2.900	57	
3.000	58	
3.100	58	
3.200	58	
3.300	59	
3.400	59	
3.500	59	
3.600	59	
3.700	59	
3.800	59	
3.900	60	
4.000	60	

Ineffective

Developing

Effective

Highly Effective

**Burnt Hills-Ballston Lake Central School District
Principal Improvement Plan Process**

In the event that the superintendent or designee considers a principal's performance less than proficient in a given area at any point during the school year, the superintendent or designee will address the principal's performance through an informal conversation or through more formal means, if necessary, so that corrective measures can be taken. Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) days after the start of the school year. The superintendent or designee, in conjunction with the principal, must develop a plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goals/outcomes.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: The first between December 1st and December 15th and the second between March 1st and March 15th. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

**Principal Improvement Plan
Burnt Hills-Ballston Lake Central Schools**

Name of Principal: _____

School: _____ School Year: _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal / Outcome:

Action Steps / Activities

Timeline for Completion

Required and Accessible Resources (including identification of responsibility for provision):

Dates of formative evaluation on progress

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

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

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

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

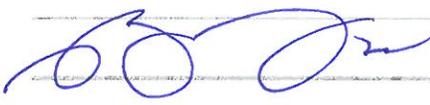
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

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

Signatures, dates

Superintendent Signature: Date: 1/14/13



Teachers Union President Signature: Date: 1/14/13



Administrative Union President Signature: Date: 1/14/13



Board of Education President Signature: Date: 1-14-13

